

DEUTSCH

MIDDLEBURY COLLEGE
1989-90

THE GERMAN SCHOOL

Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5528

SUMMER 1989

SEVEN-WEEK PROGRAM

June 23 - August 11

Total: \$3095

(Tuition \$2010; Board \$770; Room \$315)

SIX-WEEK GRADUATE SESSION

June 26 - August 11

Total: \$3020

(Tuition \$2010; Board \$715; Room \$295)

ACADEMIC YEAR 1989-90

SCHOOL IN GERMANY

Junior and Graduate Programs

Tuition: Full year - \$6200; Semester - \$3150

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VORWORT

Liebe Freunde der Deutschen Schule!

Selbst wenn die Tage immer noch kürzer werden, so ist es doch an der Zeit, jetzt schon Pläne, insbesondere akademische, für den nächsten Sommer zu schmieden. Für viele von Ihnen ist die Sommerplanung eine Entscheidung zwischen beruflicher Tätigkeit oder Fortbildung, zwischen Urlaub oder Zusatzstudium. Und nicht zuletzt ist es auch eine Frage der Finanzen, die rechtzeitig gelöst werden will. Ich hoffe, daß Ihnen unser diesjähriges Programmangebot sowie eine Reihe von Voll- und Teilstipendien die Entscheidung erleichtern, im kommenden Sommer in Middlebury zu studieren.

Es ist mir eine besondere Freude, in diesem Sommer den Schweizer Schriftsteller Peter Bichsel als Max Kade-Professor in unserer Fakultät zu begrüßen. Er wird für das gesamte Programm, d.h. sieben Wochen bei uns sein. Neben seinem eigenen Kurs, in dem er Schreibexperimente und kreative Spiele mit Sprache durchführen wird, hat Peter Bichsel sich bereit erklärt, allen Studenten des Sechs- und Sieben-Wochen-Programms durch mehrere Besuche in anderen Kursen und informelle Gesprächsrunden, sowie Lesungen aus dem eigenen Werk zur Verfügung zu stehen.

Das Sieben-Wochen-Programm, weiterhin unter der bewährten Koordination von Gerd Schneider, hat die erfolgreiche Struktur des Vorjahres beibehalten, wobei

darauf hingewiesen wird, daß das Kursangebot des vierten Jahres um einen literaturwissenschaftlichen Schreibkurs erweitert worden ist, den Thomas Huber für beginnende Graduate-Studenten entwickelt hat.

Im Sechs-Wochen-Programm haben wir den Versuch unternommen, in der Themengestaltung des Lehrangebots Schwerpunkte zu setzen, die sowohl eine größere Ausgewogenheit als auch die Interessen der Studenten reflektieren. Als generellen Übersichtskurs bieten wir ein Seminar über die Entwicklung der deutschen Lyrik und ihrer Theorie an. Als Autorenkurs stehen die Dramen des jungen Schiller auf dem Programm, während das Seminar über Wien um die Jahrhundertwende als Epochenkurs fungiert. Die Komödien aus drei Jahrhunderten als Gattungskurs und die Veranstaltung über den Realismus und Naturalismus als weiterer Epochenkurs runden das Bild ab.

Das Landeskunde-Seminar wird sich mit dem Problem von Kultur und Öffentlichkeit in der Bundesrepublik Deutschland auseinandersetzen, wobei bestimmte Gesellschaftsgruppen Gegenstand der Untersuchung sein werden.

Ein Linguistikkurs, der sich mit Stilanalysen auf verschiedenen Sprachebenen beschäftigt wird, bund ein Methodikkurs, der sich mit den neusten Trends in der Didaktik des Deutschunterrichts auseinandersetzt, werden in je einem Drei-Wochen-Workshop angeboten, die sich ablösen.

Der Theaterworkshop wird in diesem Jahr, wieder unter der Leitung von Manfred Brauneck und Brenda Smith, Brechts Singspiel *Mahagonny* aufführen. Dieser Workshop steht allen Studenten offen.

Das musikalische Programm liegt wieder in den Händen von Brenda Smith, die wie schon im Vorjahr eine Minivortragsreihe über musikgeschichtliche Themen anbieten wird.

Die Durchführung der einzelnen Programmteile, die ich beschrieben habe, wäre nicht denkbar ohne den engagierten und ideenreichen Einsatz der gesamten Fakultät. Den Kolleginnen und Kollegen, die schon zum wiederholten Male ihre Arbeitskraft und ihren Sommer unserem Programm zur Verfügung stellen, gilt an dieser Stelle mein ganz besonderer Dank. Darüber hinaus dürfen wir in diesem Jahr im Sieben-Wochenprogramm erstmals Brigitte Kahnert begrüßen, die aus Holyoke, Massachusetts zu uns kommt, sowie Margaret Hampton, die nach dreijähriger Abwesenheit wieder zu uns kommt. Im Sechs-Wochen-Programm heiße ich Wolfgang Düsing aus Mainz als Max Kade-Professor zum erstenmal herzlich willkommen, ebenso wie Karl-Heinz Hartmann von der Freien Universität Berlin. Eine weitere Freude ist es, nach einjähriger Abwesenheit den Max Kade-Professor Manfred Brauneck und auch Albrecht Greule aus Mainz wieder in Middlebury begrüßen zu können.

Wir hoffen, daß Ihnen unser akademisches Programm Anreiz genug bietet, den kommenden Sommer in Middlebury zu verbringen. Für den nötigen Ausgleich ist

gesorgt: Sportanlagen, musikalische Veranstaltungen mit hervorragenden Solisten, mehrere Filmserien in verschiedenen Sprachen und viel Gelegenheit zum persönlichen Gespräch stehen Ihnen zur Verfügung.

Zum Schluß möchte ich ganz herzlich Thomas Huber begrüßen, der nach einjähriger Abwesenheit wieder das Dekanat der Deutschen Schule übernommen hat. Thomas, wir freuen uns, daß Du wieder an Bord bist!

Middlebury, im Oktober 1988

Konrad Kenkel

GERMAN AT MIDDLEBURY

The Middlebury College Language Schools were pioneers in the development of specialized study of modern languages in this country. During the summer, graduate and undergraduate courses are offered in German on the Vermont campus, and during the academic year, graduate and junior year study is offered at the Middlebury School in Mainz.

Middlebury's German School was founded in 1915, followed by the French School in 1916, Spanish in 1917, Italian in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. The schools in Europe opened in 1949 with the first session of the Middlebury College School in France in cooperation with the University of Paris, followed by similar programs in Madrid (1951), Mainz (1959), Florence (1960) and Moscow (1977).

The Pledge: More than seventy years of experience have proven the effectiveness of the Middlebury insistence on using the foreign language both in and out of the classroom. All students are thus required to sign a formal statement agreeing to use German as the only medium of communication during the entire session. A modified pledge is required even of students on the beginning level. A summer at the Language Schools is therefore an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

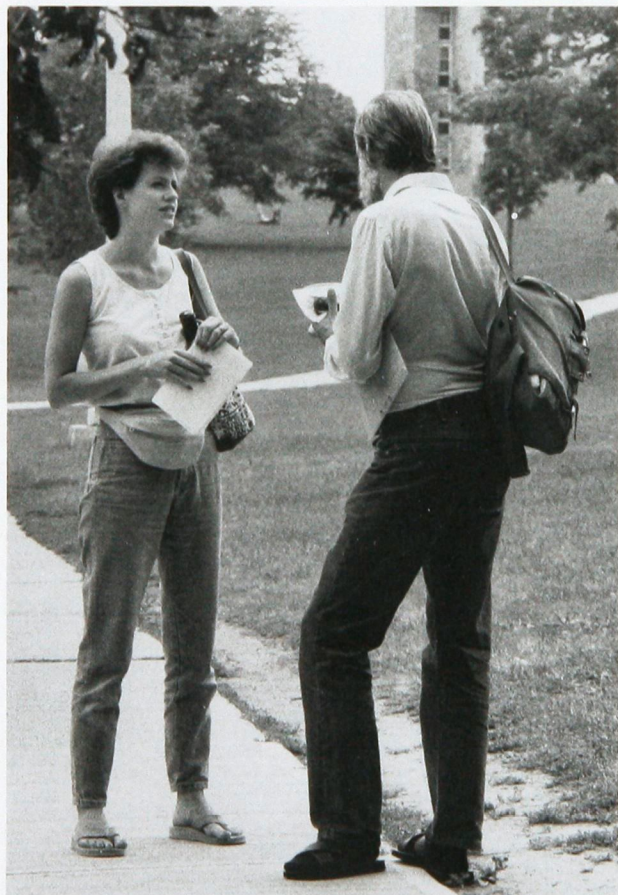
SUMMER IN VERMONT

Middlebury College, located on a hill overlooking a typical Vermont village, is especially suited to the Language Schools and their approach to a unified learning experience. Students and faculty live on campus in dormitories assigned to the school and take meals in dining halls where only German is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes are not normally scheduled for late afternoons, evenings or weekends, and the schools often use this time for social and cultural events. There are plays, films, lectures, musical presentations, amateur nights, theatricals and other enriching diversions from the academically rigorous program. Such activities center on the use of German and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with over 10,000 recordings; music practice rooms and lockers; and the Freeman Language Laboratory, with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills.

Middlebury College's athletic facilities include an 18-hole golf course, the field house, an indoor pool, sixteen outdoor and eight indoor tennis courts, racquet ball and squash courts, and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.



PROGRAMS OF STUDIES

All programs of study place great emphasis on the development of language skills and the understanding of German culture. Classes from beginning courses through the doctoral level are taught in German, and all summer programs are *intensive*.

Courses numbered 101-402, are offered in the seven-week session; other 400-level and graduate courses are offered in the six-week session.

The courses listed below are in two general categories. Courses numbered 501-699 are part of the *Grundstudium* and include the basic courses in language, literary analysis, civilization and pedagogy; courses in the range 700-899 are in the *Aufbaustudium*.

GRADUATE DEGREES

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The M.A. degree in German is comprised of twelve courses to be taken over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an academic year in Mainz. It is designed as a broadly-based program of study in itself, rather than as the first stage of a doctoral program.

Degree Requirements: Students who wish to complete the M.A. degree over a series of summers on the Middlebury campus must take the following seven courses: *Advanced Language Practice*; *Introduction to Literary Scholarship*; two linguistics courses; one course in area studies, including *Landeskunde*, economics, history or sociology; one course in methodology, including *Methods of Teaching German as a Foreign Language*, *Methods of Teaching Literature* or *Methods of Teaching "Landeskunde;"* and one proseminar in literature.

The remaining five courses may be concentrated in one or two areas: literature, linguistics or civilization; one of these must be a seminar which may be taken as soon as the second summer, and preferably no later than the third. *Introduction to Literary Scholarship* is a prerequisite for admission to a seminar. Students normally take a proseminar and a seminar in that sequence.

With the director's or dean's permission, *Advanced Language Practice* may be waived on the basis of demonstrated proficiency to allow students to take another course.

Students planning to complete the M.A. through the program in Mainz must take *Introduction to Literary Scholarship*, a proseminar or seminar, and a third course during the required preliminary summer in Vermont. It is strongly recommended that the third course be a survey course in literature, history or philosophy.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the Director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A master's degree in German is a prerequisite for entrance to the D.M.L. program with German as the first language. Degree requirements include: a qualifying paper; eight upper-level graduate courses in German; two graduate courses in a second language (French, Italian, Russian or Spanish); comprehensive examinations in both languages; one year's residency in Germany; proof of successful teaching experience; a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in German and audit a third course which provides the context for the qualifying paper. The instructor of the audited third course serves as the director of this paper, which must be completed within the six weeks of the graduate session. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

CREDITS

Credit is defined in terms of *units*. A unit is equivalent to three semester hours. Levels 100 through 400 normally yield a total of three units (nine semester hours) of credit. A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving.

For transfer purposes, the student's home institution

determines how many graduate or undergraduate credits will be granted for a summer's work at Middlebury. *All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.*

TRANSFER CREDITS

After formal admission to a graduate degree program, candidates for the M.A., M.M.L. and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken **after** successful completion of the initial summer and formal admission to degree candidacy may be transferred, i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

In past years two-week graduate seminars have been offered. Please note that only a total of two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. These units may not be applied toward the M.M.L. or the D.M.L. degrees.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury graduate degree.

All transfer credit courses must be completed by May 31 of the year of graduation for August degree candidates and by January 10 for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

FINANCIAL AID

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions and in the graduate programs in the schools abroad.

Financial aid is awarded on the basis of need as determined by the Financial Aid Office, and academic ability, as rated by the dean. We use the Language Schools Financial Aid Application and 1988 federal tax returns to arrive at a determination of students' need for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.



The application deadline for financial aid is March 15. Awards will be made on a rolling basis to those students whose applications are complete and who have been accepted for admission. Late applicants will be considered for financial aid on a first-come-first-served basis as funds continue to be available.

For the summer, financial aid is generally awarded in the form of employment and grant aid. Employment assistance is work in the cafeteria-style dining halls, where students help in serving food and clearing tables. Students who are in a Middlebury degree program may also apply for a Stafford loan (formerly GSL) through their home lending institution to fill any remaining need.

For the academic year abroad assistance directly from Middlebury is available only for students enrolled in a Middlebury graduate degree program or Middlebury undergraduates. Other students should consult the financial aid offices at their home institutions. Students with need are usually offered a combination of College grants and Perkins Loans, with any remaining need met by a Stafford Loan (formerly GSL) through the student's home bank.

Scholarships: A scholarship fund has been established in memory of Werner Neuse, former director of the German School. Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College. Tel. 802/388-3711, ext. 5158.

FEES

A non-refundable fee of \$30 must accompany each new student's application. Upon acceptance, all students are required to pay a \$150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollment. Other refunds are subject to the schedule as stated in the *Language Schools Handbook* mailed to enrolled students in May.

AUDITING

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the director of the school. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are \$750 (tuition \$425; room and board \$325).

APPLICATION AND ADMISSION

Students may apply for admission for a single summer at any level, for the junior-year program abroad, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Mainz. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis on academic qualifications and the availability of space.

Final placement in courses is determined by students' performance on tests administered before the start of classes. By applying for admission, students indicate willingness to accept the placement deemed proper by the school.

Applications are processed until the start of the program in June, but as the school may be fully subscribed by mid-April, early application is desirable.

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

THE GERMAN SCHOOL

Director: KONRAD KENKEL, Associate Professor of German, Dartmouth College. Ph.D., Indiana University.

Dean: THOMAS HUBER, Professor of German, Middlebury College. Ph.D., Princeton University.

FACULTY

PETER BICHSEL. Author, Solothurn, Switzerland.

MANFRED BRAUNECK. Professor of German, Universität Hamburg. Dr. phil., Universität München.

CHRISTA WOLF CROSS. Teacher of German Language and Literature, German School of Washington. Ph.D., University of California, Los Angeles.

ROBERT DIDONATO. Associate Professor of German, Miami University. Ph.D., University of Wisconsin.

WOLFGANG DÜSING. Professor of German, Universität Mainz. Dr. phil., Universität Köln.

PETER ENSBERG. Lecturer in German, Syracuse University. Dr. phil., Universität Mainz.

ALBRECHT GREULE. Professor of German, Universität Mainz. Dr. phil., Universität Freiburg.

GERTRAUD GUTZMANN. Associate Professor of German Language and Literature, Smith College. Ph.D., University of Massachusetts.

MARGARET HAMPTON. Professor of German, Earlham College. Ph.D., Case Western Reserve University.

KARL-HEINZ HARTMANN. Privatdozent, Freie Universität Berlin. Dr. phil., Freie Universität Berlin.

BRIGITTE KAHNERT. Instructor, Holyoke Community College. MA, University of California, Los Angeles.

BEATE KEMPF. Universität Frankfurt. MA, Pennsylvania State University.

ERNA NEUSE. University Professor II of German, Rutgers University. Dr. phil., Universität Wien.

KARL OBRATH. Assistant Professor of German and Director of Undergraduate Studies, University of Cincinnati. Ph.D., University of Cincinnati.

GERD K. SCHNEIDER. Associate Professor of German, Syracuse University. Ph.D., University of Washington. Coordinator of Undergraduate Program.

BRENDA SMITH. M.M., Westminster Choir College, Princeton (NJ). Coordinator of Musical Activities.

GABRIELA WETTBERG. Lecturer in German, Dartmouth College. Ph.D., Rutgers University.

Note: Other faculty may be appointed later.



ASSISTANTS

YVONNE BURGESS
TRUDI S. EBERLE
JANE E. SOKOLOSKY
PATRICIA L. WILLIS

ADMINISTRATIVE STAFF

INGRID PIXLEY. Bilingual Secretary.
MICHELLE GRABER. Bilingual Assistant.

INTENSIVE LANGUAGE COURSES

Courses marked + are in the seven-week program.

FIRST YEAR - 100 LEVEL

101-102-103 Elementary German +

Schneider (coordinator); Cross, Kempf, NN.

Daily activities include four hours of classroom instruction, plus additional work in the language laboratory. Emphasis will be placed on the grammatical structures of German as well as on conversation and correct pronunciation. Reading comprehension skills are introduced through primary texts, including literature. Throughout the program audio-visual presentations supplement regular classroom activities.

Required Texts: Möller/Liedloff, *Deutsch Heute*, 4th ed. (Houghton Mifflin); Vail/Sparks, *Der Weg zum Lesen*, 3rd ed. (Harcourt Brace Jovanovich). Other materials will be made available.

SECOND YEAR - 200 LEVEL

Note: All students who want to be placed in *Intermediate German* (200-level) are required to take an analytical placement test involving all language skills.

201-202-203 Intermediate German +

Obrath (coordinator); Ensberg, Hampton.

Daily activities normally include four hours of classroom instruction. Students take three basic courses: Grammar, Composition-Conversation, and German Studies, plus one literature-module per each half of the term. Modules include: *Grammar in a Literary Context*; *Literature and Video*; *Selection of Short Stories*; *Science and Humanity I and II*; *Justice and Literature*.

Required Texts: Vail/Sparks, *German in Review*, 3rd ed. (Harcourt Brace Jovanovich, Inc.); Wulf Koepke, *Die Deutschen—Vergangenheit und Gegenwart*, 3rd ed. (Holt); Sevin/Sevin, *Zur Diskussion*, 3rd ed. (Holt). Texts for modules to be announced.

ADVANCED GERMAN COURSES

THIRD YEAR - 300 LEVEL

Note: All students who want to be placed at this level are required to take an analytical placement test, involving all language skills. On the basis of the test results, students will be advised in their course selection.

301-305 Advanced German +

Gutzmann (coordinator), Ensberg,
Hartmann, Kahnert.

All students register for GN 301. This 3-credit course will meet for 2 hours per day, analyzing advanced grammatical structures of German as well as providing intensive written and oral language practice. Students will make extensive use of audio and video materials and of primary texts.

Students will select two additional 3-credit courses for a total of 9 semester hours of credit: one from GN 302 - GN 303, and one from GN 304 - GN 305.

GN 301 Advanced Grammar (Gutzmann, Kahnert)

GN 302 Modern German

Literature - FRG (Hartmann)

GN 303 Literature of the GDR (Gutzmann)

GN 304 *Landeskunde* of the FRG (Ensberg)

GN 305 *Landeskunde* of the GDR (Kahnert)

Students are encouraged to take the examination *Zertifikat Deutsch als Fremdsprache*, administered through the Goethe-Institute in Boston, for a small additional charge.

FOURTH YEAR - 400 LEVEL

Note: All students who want to be placed at this level are required to take an *Übungssatz* of the *Zentrale Mittelstufenprüfung*. They will also be given an oral interview based on the *ACTFL Proficiency Guidelines* at the beginning and (for a small additional charge) at the end of the program.

401-410-444 Advanced German +

Schneider (coordinator), Bichsel, Hartmann, Neuse.

401 Experiments in Writing (Bichsel)

410/610 Introduction to Literary Scholarship (Neuse)
See 610 for description, texts, and hour.

411/611 Expository Writing in Literary Analysis (Huber)
See 611 for description, texts, and hour.

444/644 Revolutions in and out of Literature:
From Realism to Naturalism (Hartmann)
See 644 for description, texts, and hour.

GRADUATE COURSES

A normal load is three courses per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency. All new students are required to take the sets of placement tests designed for the six week program.

LANGUAGE PRACTICE AND ANALYSIS

GN 601 Advanced Language Practice

(Sect. A - 8:00; Sect. B - 10:00) Wettberg

Conceived primarily as a workshop, this course provides intensive written and oral language practice. Special attention will be given to the individual student.

Required Texts: A. und J. Buscha, *Deutsches Übungsbuch* (Leipzig: Verlag Enzyklopädie); G. Wahrig, *Deutsches Wörterbuch* (dtv). Students should also bring their reference grammar. Current reading materials will be provided.

GN 630 Special Seminar (July 19 - August 11): Linguistic Analysis of Style

(1:30 - 3:30 p.m.) Greule

It is characteristic of the linguistic theory of style that all texts - not just literary ones - are considered to possess style. A distinction is made between two different kinds of style (formal style as opposed to personal style), and style is normally analyzed on two levels of the language system (lexical style and syntactical style). The work of the seminar will be on the one hand to familiarize students with the theoretical problems of the analysis of

style, on the other to have them practice such analysis on different categories of text.

Required reading: [Texts to be announced].

CULTURE AND CIVILIZATION

GN 636 Culture and Society: The Federal Republic of Germany in a Historical Perspective

(9:00) Brauneck and Kenkel

This course will examine the relationship between German culture and various constituencies of society in the Federal Republic of Germany. Special attention will be given to the changing historical perception of such concepts as *die Frau*, *der Arbeiter*, *der Politiker*, *der Student*, and their appropriation for political and ideological purposes. The emerging picture of modern German society will be supplemented by the analysis of slide and film material (Fassbinder's trilogy for example) and caricatures.

Required reading: [To be announced]

LITERATURE

GN 410/610 Introduction to Literary Scholarship

(11:00) Neuse

The main work of the course is accomplished in discussions of the topics presented in lectures; through familiarization with the terminology and techniques of literary analysis; and by applying research methods to problems of literary scholarship. All areas are covered by an analysis of texts, both primary and secondary, and in daily discussion. This course is required for students who wish to become candidates for the M.A., M.M.L. and D.M.L. degrees at Middlebury, including students who intend to enter the program at the Johannes Gutenberg-Universität, Mainz.

Texts to be discussed as models for specific genres and structures include: Friedrich Schiller, *Maria Stuart* (Reclam 64 + 8143); Heinrich von Kleist, *Das Bettelweib von Locarno* (Reclam 8003); Georg Büchner, *Woyzeck* (Reclam 9347 + 8117); and Friedrich Dürrenmatt, *Der Besuch der alten Dame* (Arche + Reclam 8130).

Other texts will be made available.

GN 411/611 Expository Writing in Literary Analysis

(11:00) Huber

The course is designed for beginning graduate students. Participants practice expository writing within an academic framework. Written exercises include basic and intermediate techniques, expository strategies, an introduction to critical terminology as well as analytical concepts and bibliographical work to include full-size *Referate*. At the end of the course, participants will have a portfolio of about 10 pieces of writing in German which will have been discussed individually and in class.

Requirements: Basic word processing skills are assumed.

Texts: Wahrig, *Deutsches Wörterbuch* (dtv 3136); A.M. Textor, *Sag es treffender* (rororo 6031); other texts to be announced.

GN 444/644 Revolutions in and out of Literature: From Realism to Naturalism

(9:00) Hartmann

The development of German literature against the background of the Revolution of 1848/49 and the *Reichsgründung* of 1871. Readings to include works by Keller, Fontane, Raabe, Storm, Stifter, and Hauptmann. The aim of this course is to show how in the second half of the 19th century, these writers react with new literary forms and styles to radical changes in politics, society, and science.

Required reading: Theodor Storm, *Der Schimmelreiter* (Reclam 6015 + 8133); Wilhelm Raabe, *Chronik der Sperlingsgasse* (Reclam 7726); Adalbert Stifter, *Nachkommenschaften* (Reclam 7924); Gottfried Keller, *Romeo und Julia auf dem Dorfe* (Reclam 6172 + 8114); Theodor Fontane, *Irrungen Wirrungen* (Reclam 8971 + 8146)



GN 648 Proseminar/Seminar: Young Schiller: From *Die Räuber* to *Don Carlos*

(10:00)

Düsing

In this course we will trace Schiller's evolution from the early period of *Sturm und Drang* to the beginnings of his classical period, an evolution framed by the plays *Die Räuber* and *Don Carlos*.

Required reading : *Die Räuber* (Reclam 15 + 8134); *Kabale und Liebe* (Reclam 33 + 8149); *Die Verschwörung des Fiesco zu Genua* (Reclam 51 + 8168); *Don Carlos* (Reclam 38 + 8120).

GN 665 Proseminar/Seminar: German Lyric Poetry: A Survey

(10:00)

Kenkel

A survey of German lyric poetry from the Baroque to the present. Focus of the course is the development and theory of the genre and the reasons why certain forms (sonnet, elegy, ode, ballad, *Volkslied*, *Rollengedicht*, *Erzählgedicht* for instance) dominate during particular periods. Each author's work will be studied in relation to literary tradition and the political background, both personal and historical, against which the poems were written.

Required reading: *Deutsche Gedichte*. Eine Anthologie. (Reclam 8012); *Theorie der Lyrik* (Reclam 9594).

GN 677 Proseminar/Seminar: Vienna 1900: Literature, Fine Arts, Music

(10:00)

Brauneck

In Vienna at the turn of the century, the impending crises that affect all Western European societies and culture around 1900 acquire a distinctive cast: the key phrases are "Fröhliche Apokalypse" (Broch) and "Experiment Weltuntergang" (Kraus). This is the intellectual and political climate confronted by, among others, the young Freud, the young Hitler, Klimt, Schiele, Schnitzler, Hofmannsthal, Schönberg, and Berg. The seminar will investigate the period by concentrating on exemplary themes such as the following: beauty and death, woman and nature, dream and reality, dandyism and the cult of solitude, new music, art nouveau, and early Expressionism.

Required reading: Arthur Schnitzler, *Der Weg ins Freie* (Fischer TB); *Fräulein Else* (Fischer TB); Anatol (Reclam 8399). Robert Musil, *Die Verwirrungen des Zöglings Törless* (Rowohlt TB). Hugo von Hofmannsthal, *Erzählungen* (Fischer TB); *Elektra* (Fischer TB).

Selected works of Bahr, Broch, Kraus, Kokoschka, Freud, Weininger, and Mach. (Copies to be provided).

GN 664 Comedies from three Centuries: Lessing, Kleist, Hauptmann, Dürrenmatt

(11:00)

Düsing

A study of exemplary comedies from the 18th through the 20th centuries.

Required reading: Gotthold Ephraim Lessing, *Minna von Barnhelm* (Reclam 10 + 8108); Heinrich von Kleist, *Der zerbrochene Krug* (Reclam 91 + 8123); Gerhart Hauptmann, *Der Biberpelz* (Ullstein Theater Texte 4975); Friedrich Dürrenmatt, *Romulus der Große* (Arche + Reclam 8173).

GN 684 Theater Workshop: Brecht's *Mahagonny*

(time to be arranged)

Brauneck and Smith

Participants in the Workshop will develop and produce the chansons and dramatic scenes of Bertolt Brecht's *Singspiel* MAHAGONNY.

Materials for the stage production will be made available.

METHODOLOGY

GN 692 Special Seminar (June 26 - July 18): Issues and Trends in the Teaching of German

(1:30 - 3:30 pm)

DiDonato

This course will concentrate on current issues and trends in the teaching of German. It will examine a number of problem areas including historical approaches, current methodologies (with a particular focus on proficiency), instructional materials, strategies to develop students' listening, speaking, reading and writing skills, the role of grammar, using authentic materials, textbook evaluation, teaching literature and culture and testing. Featured in the workshop will be a response to these issues from the American perspective as well as from the perspective of the Federal Republic of Germany and the German Democratic Republic. Participants will examine and analyze classroom activity models and will develop their own to teach for communication and interaction.

Required reading: Alice Omaggio, *Teaching Language in Context* (Heinle and Heinle). Additional articles on each topic will be provided.

GN 800 Independent Study

Staff

DM 901 Research Paper

(DML applicants only)

Kenkel



Photo by Thomas Huber

THE SCHOOL IN GERMANY

Director 1989-90: Constance Kenna, Lecturer in German, Middlebury College; M.A., Yale University.

The School in Germany was founded in 1959. It is fully recognized by the academic senate of the Johannes Gutenberg-Universität, with which it is involved in an active exchange of faculty and students. The school is administered by a resident Director of Studies appointed from the Middlebury College faculty. The school address is: D-6500 Mainz, Rheinstrasse 42, telephone: (06131) 22 10 40.

Graduate and junior participants in the program are fully enfranchised students at both Middlebury College and the Johannes Gutenberg-Universität. They take virtually all their courses with German students at the university. Middlebury College augments the offerings of the university with special courses and tutorials taught for program students by selected faculty from the university. Participants in the junior-year program may choose a semester or a full year of study. The graduate program is available only for the full year.

Students are ultimately responsible for making their own housing arrangements, but Middlebury College has a special arrangement with the *Studentenwerk Mainz* enabling the program to place most students in university dormitories, providing additional contact with German university life. Students interested in the rooms reserved for Middlebury students should inform the

school office as soon as possible. Private rooms and apartments are at an absolute premium in Mainz, thus students who choose to find their own living quarters should plan to arrive in Germany in early September.

The period between the end of September and the beginning of classes is a required orientation period. The *Wintersemester* extends from mid-October to mid-February with a Christmas recess of about 10 days. The *Sommersemester* extends from the middle of April to the middle of July. The period between the beginning of April and the middle of April is a required orientation period for new arrivals who will only be spending the *Sommersemester* at the university. Prior to each semester the Director of Studies meets with students to guide them in their choice of courses.

THE GRADUATE PROGRAM IN GERMANY

Graduate students must have a B.A. degree from an accredited institution of higher education, with a German major or its equivalent. A summer on the Vermont campus is required before students can be considered candidates for the M.A. degree. After successfully completing three courses at the summer session of the German School, M.A. candidates take at least ten courses, most of them in *Fachbereich 13 (Deutsche Philologie, Vergleichende Literaturwissenschaft and Volkskunde)* at the Johannes Gutenberg-Universität. With the permission of the Director of Studies, courses may be taken in related areas such as philosophy, history, political science, economics or art history. Any student who passes fewer than four courses in either semester may be asked to withdraw from the program.

Graduate students are required to write four papers each semester and will be tested in a fifth course. A copy of each paper is submitted to the Director of Studies for inclusion in a Middlebury portfolio. The Director's judgment of each student's portfolio of papers will play a major role in the decision to award the M.A. degree.

Each year the Johannes Gutenberg-Universität awards a scholarship to a Middlebury College graduate student who is an American citizen. In addition, one graduate student is awarded a DAAD fellowship by the German government.

THE JUNIOR PROGRAM

In order to qualify for the Junior Program, undergraduates must have junior standing and an average of B or better, plus at least two courses above the Middlebury College GN 201-202 level. Non-Middlebury College students normally meet this requirement during a preliminary summer on the Vermont campus. Juniors may enroll for the *Sommersemester*, the *Wintersemester*, or the entire academic year. Juniors will enroll in four courses for credit and will write papers for at least three of these. The bulk of the students' work will be in the *Deutsches Institut*, but juniors, especially those majoring

in departments other than German, may take one course in an area other than language and literature. Middlebury welcomes applications from undergraduates enrolled at other colleges and universities.

COURSES

The German professors in the *Deutsches Institut* frequently hold tutorials for the Middlebury students enrolled in their courses, providing our students with far more personal contact than is usually the case at German universities.

Since German universities do not deal in terms of "units" or "credits," Middlebury College assigns unit and letter-grade values to the students' work. These values are determined by the Director of Studies, whose decision is final.

The following courses were among those offered by *Fachbereich 13* during the *Wintersemester* 1988-89. They serve as an example of the type of courses normally offered each semester:

Lecture courses:

Descriptive Linguistics
German Lyrical Poetry
Friedrich Schiller
The German Novel of the 19th and 20th Centuries
Theories of Art and Literature in Early Romanticism
German Literature between 1914 and 1933

Proseminars:

Introduction to Descriptive Linguistics
Introduction to Historical Linguistics
Introduction to Medieval Studies
Introduction to Literary Studies
Introduction to Comparative Literary Studies

Advanced Seminars:

The Volksstück in 19th and 20th Century German Literature
German Minnesang
Theodor Fontane
Friedrich Dürrenmatt
German Literature in Exile
German Drama from Schiller to Hauptmann
Young Goethe
Heinrich Heine

For further information and application materials, please contact:

The School in Germany
Middlebury College
Middlebury VT 05753
(802) 388-3711, Ext. 5528

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

ARABIC
CHINESE
FRENCH
GERMAN
ITALIAN
JAPANESE
RUSSIAN
SPANISH

SCHOOLS ABROAD

FLORENCE
MADRID
MAINZ
MOSCOW
PARIS

For an application to one of the Language Schools, please write to the school of your choice at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753

MIDDLEBURY COLLEGE
THE GERMAN SCHOOL
MIDDLEBURY, VT 05753

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FRANÇAIS

MIDDLEBURY COLLEGE
1989-90

THE FRENCH SCHOOL

Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5523

SUMMER 1989

June 23 - August 11
(Seven-Week Session)

Total: \$ 3,095

(Tuition \$2,010; Board \$770; Room \$315)

June 27 - August 11
(Six-Week Session)

Total: \$3,020

(Tuition \$2,010; Board \$715; Room \$295)

THE SCHOOL IN FRANCE

Graduate and Junior Year Programs

(Tuition: Full year - \$6,200

Semester - \$3,150)

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QUELQUES MOTS POUR VOUS PRÉSENTER L'ÉCOLE FRANÇAISE

Depuis sa création l'Ecole Française se consacre à l'enseignement de la langue, de la littérature et de la civilisation française. L'étudiant de Middlebury bénéficie d'une double expérience: la maîtrise d'une langue étrangère, et l'accès à d'autres disciplines telles que la linguistique, les sciences sociales, qui permettent d'explorer la culture française, la littérature et la pédagogie. Un très haut degré de coordination entre ces aspects différenciés du programme permet aux futurs professeurs de profiter de pratiques diverses et de mieux s'adapter aux situations professionnelles devenues de nos jours de plus en plus exigeantes.

Les cours de langue dits pratiques visent à la maîtrise du français: la langue étant un objet social il est essentiel d'explorer la société dans laquelle elle est enfin un outil de création esthétique, ce qui rend l'étude de la littérature indispensable. Ces grands principes qui orientent le programme n'ont guère varié depuis le début.

Ce public étudiant, par contre, s'est lui beaucoup diversifié et la répartition des cours dans les différentes rubriques en a été sensiblement modifiée. Cet été, la moitié des cours proposés sont des cours de langue pratique. Les étudiants de sept semaines viennent à l'Ecole d'abord pour améliorer leur français parlé ou écrit. Les étudiants de six semaines cherchent eux aussi une compétence linguistique plus poussée et plus diversifiée. Chacun voudra profiter de ce qui convient à son niveau et à ses goûts dans les cours de civilisation et de littérature.

Nous avons le plaisir de retrouver cette année parmi nous, Maurice Mourier, Jean-Michel Adam, Denise Brahimi, Jean Verrier, Elisabeth Pedoya-Guimbretière, Dominique Agostini, François Mariet, Charles Sala, Laurent Patenotte, Michel Gabrielli, Catherine Legouis

entre autres. Nous reverrons avec plaisir Pascaline Mourier, Roger Lauverjat, Simone Lieutaud, Philippe France. Nous accueillerons de nouveaux collègues: Daniel Grojnowski, Jean-Marie Crouzatier, Georges Bérubé, Carmen Compte, Denis Bertrand.

Je remercie anciens et nouveaux collègues, professeurs de langue et de littérature, étudiants de tous niveaux, de venir se joindre une nouvelle fois à l'Ecole Française d'été de 1989. Je conseille à tous les étudiants de lire attentivement ce bulletin. Ils pourront ainsi apprécier la richesse et la diversité du programme qui leur est proposé (histoire, linguistique, sémiotique, didactique, poésie, roman, civilisation, cours de langue, de phonétique, etc.).

L'Ecole d'Été de 1989 se devait de célébrer avec éclats le deux-centième anniversaire de la Révolution Française. Il y aura des cours de littérature et d'histoire consacrés à ce sujet passionnant; des productions théâtrales - dont *le Mariage de Figaro* de Beaumarchais - éclaireront cet événement; et enfin des conférences publiques consacrées à ces bouleversements sociaux et politiques et à leurs prolongements modernes, seront données par les professeurs Michel Winock et René Rémond et illustreront brillamment cette "Année sans paille" de la civilisation française.

Venez tous célébrer le 14 Juillet 1989 à l'Ecole Française de Middlebury College, l'été prochain: nous chanterons et danserons la Carmagnole devant le Château. Rassurez-vous, il n'y aura pas de guillotine!

Daniel Jourlaît

THE MIDDLEBURY LANGUAGE SCHOOLS

The Middlebury College Language Schools were pioneers in the development of specialized study of modern languages in this country. The first, the German School, was founded in 1915. The French School was founded in 1916. Six other language programs followed - the Spanish School in 1917, the Italian School in 1932, the Russian School in 1945, the Chinese School in 1966, the Japanese School in 1970, the School of Arabic in 1982. The Middlebury School in France was established in 1949 in cooperation with the University of Paris, followed by similar programs in Madrid (1951), Mainz (1959), Florence (1960) and Moscow (1977).

FRENCH AT MIDDLEBURY

The French School offers its students a variety of programs including intensive language training at five levels of proficiency from beginning to advanced, graduate programs leading towards the M.A., M.M.L., or D.M.L. degree. The School in France has programs designed for undergraduates wishing to spend their junior year in Paris and for graduates who complete their M.A. degree with an academic year in Paris.

The Pledge: More than seventy years of experience have proven the effectiveness of the Middlebury insistence on using the foreign language both in and out of the classroom. All students are thus required to sign a formal statement agreeing to use French as the only medium of communication during the entire session. A modified pledge is required even of students on the beginning level. A summer at the Language Schools is therefore an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

SUMMER IN VERMONT

Middlebury is especially suited to the Language Schools and their approach to a unified learning experience. The College is on a hill overlooking the village, with lovely views of the surrounding mountains. The summer climate is usually temperate, with warm days and cool nights.

Students and faculty live on campus in dormitories assigned to the French School, and take their meals in a dining hall where only French is spoken. Classes are not normally scheduled for late afternoons, evenings or weekends, and the school often uses this time for social and cultural events. There are plays, films, lectures, musical presentations, amateur nights, and theatricals to complement the academically rigorous program. Such activities center on the use of French and often involve active student participation.

Campus facilities include Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with over 10,000 recordings; music practice rooms and lockers; and the Freeman Language Laboratory, with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills. Computer facilities are open to all students.

Middlebury College's athletic facilities include an 18-hole golf course, the field house, an indoor pool, sixteen outdoor and eight indoor tennis courts, racquet ball and squash courts, and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

PROGRAM OF STUDIES

All programs of study at the Language Schools emphasize the development of language skills and the understanding of other cultures. They require intensive and concentrated effort.

Classes from the beginning level through the doctoral level are taught in French. The courses numbered 100-499 are offered in the seven-week session: a full program

is roughly equivalent to three college semester courses. Graduate courses, numbered 501-900, are offered in the six-week session to students working towards a Master's degree, a doctoral degree, or the degree of Master of Modern Languages. A full six-week program is equivalent to three course units or nine credits.

GRADUATE DEGREES

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education. They must also have taken the equivalent of five years of college-level French. Highly qualified undergraduate students may accumulate a maximum of six graduate course units toward a Middlebury M.A. degree before receiving their B.A. degree, but these units may not count toward both degrees.

To receive the Master's Degree in French, students must earn a total of twelve course units. They are accepted to degree candidacy after successfully completing a preliminary summer in Vermont. The remaining units may be earned either during a series of summers on the Vermont campus or during an academic year in Paris. The program is designed to provide a broad base in the fields of French language, literature and civilization.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the Director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program. A Master's degree in English or a foreign language is a prerequisite for entrance into the M.M.L. program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A Master's degree in French is a prerequisite for entrance to the program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in French; two graduate courses in a second language (German, Italian, Russian, or Spanish); comprehensive examinations in both languages; one year's residency in France; proof of successful teaching experience; a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in French and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper,

which must be completed within the six weeks of the graduate session.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

CREDITS

The seven-week session, levels 100-499, normally carries a total of three units, one unit being equal to 3 semester hours of credit.

The full six-week graduate session, levels 501-900, comprises three graduate courses for a total of three units of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury. Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving their own campus.

All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.

TRANSFER CREDITS

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the Dean to transfer a maximum of three units or the equivalent from another institution. Only courses taken after successful completion of the initial summer and formal admission to degree candidacy may be transferred: courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

In past years two-week graduate seminars have been offered in some of the Language Schools. Please note that only two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. Two-week seminar units may not be applied toward the M.M.L. or the D.M.L. degrees.

To obtain approval for a transfer of credit, students must submit evidence that the courses they wish to transfer earn graduate credits towards an advanced degree at an accredited college or university; that the courses are taught in French in the areas of language analysis, culture and civilization, literature, or professional preparation. Language practice courses may not be transferred, and the courses should not duplicate courses already taken for degree credit. This information must be sent to the Dean of the French School for approval prior to the students' registration in the course.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B-

and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury M.M.L. or D.M.L. degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. Whether earned at Middlebury College or transferred from another institution, all credits and units expire after ten years.

FINANCIAL AID

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions and in the graduate programs in the schools abroad.

Financial aid is awarded on the basis of need as determined by the Financial Aid Office, and academic ability, as rated by the dean. We use the Language Schools Financial Aid Application and 1988 federal tax returns to arrive at a determination of students' need for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The application deadline for financial aid is March 15. Awards will be made on a rolling basis to those students whose applications are complete and who have been accepted for admission. Late applicants will be considered for financial aid on a first-come-first-served basis as funds continue to be available.

For the summer, financial aid is generally awarded in the form of employment and grant aid. Employment assistance is work in the cafeteria-style dining halls, where students help in serving food and clearing tables. Students who are in a Middlebury degree program may also apply for a Stafford Loan (formerly GSL) through their home lending institution to fill any remaining need.

For the academic year abroad assistance directly from Middlebury is available only for students enrolled in a Middlebury graduate degree program or Middlebury undergraduates. Other students should consult the financial aid offices at their home institutions. Students with need are usually offered a combination of College grants and Perkins Loans, with any remaining need met by a Stafford Loan (formerly GSL) through the student's home bank.

The following scholarships have been established in honor of students, friends or faculty of the French School: The Frieda Derdeyn Bambas Scholarship, The Lea Z. Binand Scholarship Fund, The Stella Christie Scholarship Fund, The French Center in New England Fund, L'Amicale (French School Alumni Association) Scholarship Fund, The Claude Lévy Scholarship Fund, and The James Richardson Scholarship Fund. Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College. Tel. 802/388-3711, ext. 5158.

FEEES

A non-refundable fee of \$30 must accompany each new student's application. Upon acceptance, all students are required to pay a \$150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1989 of their decision to cancel their enrollment. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

The extra course fee for the six-week session is \$675.

AUDITING

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the Director of the French School. Auditing is not permitted in levels 100-400, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are \$750 (tuition \$425; room and board \$325).

APPLICATION AND ADMISSION

Students apply for admission to the seven-week intensive language program, to the junior year program in Paris, to one of the graduate degree programs on the Middlebury campus, or to the graduate program on the Middlebury campus followed by the academic year in Paris.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on the tests administered before the start of classes. By applying for admission, a student agrees to accept the placement indicated by the test results.

Applications are processed until the start of the program in June, but as some levels may be fully subscribed by mid-March, early application is desirable. For more information or an application, contact the French School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5523

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.



THE FRENCH SCHOOL

Director: DANIEL JOURLAIT. Professeur, l'U.E.R. pour étudiants étrangers, Université d'Aix-Marseille III. D.E.S., C.A.P.E.S. de lettres modernes. Doctorat, Université de Paris IV-Sorbonne.

Dean: NANCY O'CONNOR. Professor of French, Middlebury College. Ph.D., Princeton University.

FACULTY

JEAN-MICHEL ADAM. Professeur, Université de Lausanne. Doctorat de 3e cycle. Doctorat-ès-lettres.

DOMINIQUE AGOSTINI. Maître de conférences, Université de Paris-Créteil (I.U.T.). Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud). Doctorat de 3e cycle. Agrégation de sciences sociales..

BENOIT ANGER. Professeur, Lycée Française de New York, Alliance Française de New York. C.A.P.E.S. de lettres classiques.

CLAUDE BEAUCLAIR. Comédien. Metteur-en-scène. Directeur, Compagnie Inter-Europe-Spectacle (Paris).

MIREILLE BELLONI. Lecturer, University of Michigan. Ancienne élève de l'Ecole Normale Supérieure (Fontenay). D.E.A. de civilisation américaine.

PHILIPPE BERTHELOT. Comédien, Théâtre de l'Intermède, Saint Germain-en-Laye. Régisseur du théâtre.

DENIS BERTRAND. Chargé de recherches, Bureau pour l'Enseignement de la Langue et de la Civilisation Françaises à l'Etranger (B.E.L.C.), Centre International d'Etudes Pédagogiques de Sèvres (C.I.E.P.). Doctorat de 3e cycle, Ecole des Hautes Etudes de Paris. Agrégation de lettres modernes.

GEORGES BERUBE. Associate Professor, Atkinson College, York University. Ph.D., Université de Laval.

DENISE BRAHIMI. Maître de conférences, Université de Paris VII. Ancienne élève de l'Ecole Normale Supérieure (Sèvres). Agrégation de lettres classiques. Doctorat-ès-lettres.

ANNIE CAMP. Directrice de Paralogue, Organisme de formation en communication. Licence-ès-lettres.

CARMEN COMPTE. Chargée de recherches, Bureau pour l'Enseignement de la Langue et de la Civilisation Françaises à l'Etranger (B.E.L.C.), Centre International d'Etudes Pédagogiques de Sèvres (C.I.E.P.). D.E.A. en sciences de l'éducation (Paris). Ph.D., New York University.

JACQUES COTNAM. Professor, York University. Ph.D., Université de Laval.

JEAN-MARIE CROUZATIER. Maître de conférences, Université de Toulouse I. Doctorat en Droit.

MICHEL GABRIELLI. Lecturer, University of Michigan. Diplôme de l'Ecole des Cadres de Paris.

MARTHE GARNIER. Professeur, I.U.T., Université d'Aix-Marseille II. Maîtrise de linguistique appliquée, Université de Paris XIII. C.A.P.E.S. d'anglais.

ALINE GERMAIN-RUTHERFORD. Chairman, French Department, Ridley College. Maîtrise en linguistique. D.E.A. de linguistique, Université de Provence I-Aix-Marseille.

THIERRY GRASSIOULET. Lecturer, Skidmore College. M.A., University of Michigan.

DANIEL GROJNOWSKI. Maître de conférences, Université de Paris VII-Jussieu. Doctorat-ès-lettres

PIERRE HAILLET. Course Director, York University. Instructor, University of Toronto. Maîtrise de linguistique française, Université de la Sorbonne Nouvelle - Paris III.

REBECCA KLINE. Senior Lecturer, Dickinson College. M.A., New York University.

ROGER LAUVERJAT. Maître de conférences de littératures comparées, Université de Perpignan, Institut pour Etudiants Etrangers de l'Université de Montpellier. Agrégation de lettres modernes.

HELENE LAVERTU. Assistant, Woodsworth College, University of Toronto. M.A., University of Toronto.

CATHERINE LEGOUIS. Assistant, Yale Language Laboratory. Ph.D., Comparative Literature, Yale University.

THIERRY LETERRE. Lecturer, Yale University. Ancien élève de l'Ecole Normale Supérieure. Agrégation de philosophie.

SIMONE LIEUTAUD. Directrice d'Etudes Pédagogiques, Alliance Française de Paris. Doctorat de 3e cycle.

FREDERIC LIMARE. Ancien élève de l'Ecole Normale Supérieure (Ulm). D.E.A., Ecole des Hautes Etudes en sciences sociales. Agrégation d'anglais.

DIDIER LONGUET. Comédien, Théâtre de l'Intermède, Saint-Germain-en-Laye. Assistant de théâtre.

MARGUERITE MAHLER. Assistant Professor, Framingham College. Ph.D., University of Florida.

FRANÇOIS MARIET. Professeur, Université de Paris-Dauphine et Institut d'Etudes Politiques. Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud) et de l'I.E.P. de Paris. Doctorat-ès-lettres.

FRANÇOISE MOJERET. Comédienne, Compagnie Inter-Europe-Spectacle.

MAURICE MOURIER. Maître de conférences, Université de Paris X-Nanterre. Agrégation de lettres classiques.

PASCALINE MOURIER. Professeur, Université de Poitiers. Doctorat-ès-lettres.

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MICHEL WINOCK. Professeur, Institut d'Etudes Politiques de Paris. Doctorat-ès-lettres.

ADMINISTRATIVE STAFF

PATRICIA ISIDOR. Bilingual Secretary.

OLIVIER KNOX. Assistant to the Director.

ERIC PERRAMOND. Office Assistant.

CONSTANCE WEEMS. Bilingual Secretary.

BONNIE WOOLLEY. Bilingual Secretary.

INTENSIVE LANGUAGE COURSES

Students registered in the intensive language courses (seven-week session) are enrolled in courses 101 to 499 according to their level of proficiency as determined by placement tests administered at the beginning of the session. Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. The normal course of study carries three units (the equivalent of nine semester-hour credits). Courses numbered 101 to 499 begin on Monday, June 26 at 8:00 a.m.

Schedules, texts and staffing are subject to change.

101-102-103 Beginning French

Thierry Leterre, C.-G. Moyon

Méthode de Français is designed as a complete approach to the French language, encompassing not only listening and speaking abilities, but also reading and writing skills. The author's concern with authenticity accounts for the use of idiomatic expressions (ranging from the colloquial to the literary) and constant references to French civilization through the story of two characters. The "method" is audio-visual, relying on the use of videos and tapes, with daily work at the lab, but, though it emphasizes oral and global comprehension, each lesson offers a set of grammar drills and exercises and is carefully structured to allow for full systematic practice of the four skills, so that students are able to handle any kind of situation by the end of the seven weeks. (3 units)

201-201-203 Early Intermediate French

Catherine Legouis, Christine Valéro

Continuation of 101-102-103. Active and systematic review of grammatical structures and problems. Accelerated method of using video. Greater emphasis will be placed on reading and writing. At the end of this course students should be able to read a contemporary text of moderate difficulty, and to express their opinions about it in phonetically accurate French and short critical papers. Depending on student preparation and performance, this course corresponds to the second and third semester of French. (3 units)

211-212-213 Intermediate French

Coordinator: Laurent Patenotte; Marthe Garnier,
Benôit Anger

This course is intended for students whose study of first-year French is recent and who wish to continue their study and perfect their skills. It includes active and systematic review of grammatical structures and problems, oral comprehension and production, and a greater emphasis on reading and writing. Depending on student preparation and performance, the entry level for this course corresponds to the third semester of college level French. (3 units)

300 and 400 Level - Advanced French

At the advanced level, students are assigned to sections and levels according to their performance on the placement tests given at the beginning of the session. The program is organized by specific skills: oral comprehension, oral production, composition, and structures of French grammar. Each skill involves one hour of class a day, plus outside work in the language laboratory or small drill and correction sections.

The 300 level courses are for students who are ready to enter the fifth or sixth semester, or third year of college French, depending on the individual. The 400 level courses correspond to the fourth year, in both language skills and content.

301/401 Oral Comprehension

Philippe France, Jacques Raynaud

These courses are designed to introduce students to authentic, unrehearsed material recorded in France. Emphasis will be placed on developing competence in listening skills in direct relation to everyday situations in a francophone culture. Both standard and regional accents will therefore be reviewed with the aim of understanding the people of contemporary France. Regular work assignments together with supplementary materials used both in class and in the language lab will help familiarize the student with a wide range of real-life conversations, and will include the study of idiomatic spoken French. Students will be placed in 301 or 401 depending on placement test results. (.5 units)

302/402 Oral Production

Michel Gabrielli, Annie Camp

The aim of these courses is to develop and improve students' ability to express themselves in correct standard French in given situations, without neglecting idiomatic aspects of the language or *le français comme on le parle*. Though the composition of classes may be different from that in 301/401, the course will be based on the same premises and materials. Students will be placed in 302 or 402 depending on placement test results.

One of the sections of Oral Production will be partially devoted to the rewriting and dramatization of excerpts from Marcel Proust's *A la Recherche du temps perdu*, and of a text of Georges Perec, *l'Augmentation*. The dramatic realization of this work will be presented to the public during the 1989 summer session. (.5 units)

303 French Grammar

Marguerite Mahler, Christine Valéro

This course is intended for students who have a basic familiarity with the French language, who generally know the most frequent forms and structures but who are still insecure in using them, especially in writing. A thorough review of grammar will be presented, with emphasis on points that offer most difficulties to speakers of English. Students will gain a sense of the architecture of the language, how different parts are related and function together, and how one chooses to articulate those different elements to express a meaning. (1 unit)

304 Composition

Pierre Haillet, Thierry Grassioulet

This course is devoted to the acquisition of writing skills. A great variety of exercises will lead the student through different types of writing, such as descriptive, narrative and argumentative prose, as well as "personal diary" style. An emphasis will be placed on the study of vocabulary, grammatical structures and textual articulation. Regular work assignments will help the student in developing his/her abilities in written expression. (1 unit)

411 Grammar and Composition

Pierre Haillet, Thierry Grassioulet

This course aims at strengthening and developing the student's competence in written expression. A systematic review of complex linguistic structures of modern French will be offered. The mastery of grammar and vocabulary will be acquired through intensive practice of a variety of exercises. Regular work assignments will consist of writing short pieces of descriptive narrative and argumentative prose, as well as a "personal diary". The ultimate goal of this course is the mastery of correct, logical and well-articulated expository prose, as well as the proper expression of reasoning. (1 unit)

Students who perform particularly well on the place-

ment test will be allowed to enroll in **one** of the following courses:

423 Introduction to Structural Linguistics

Pierre Haillet

The aim of this course is to familiarize the student with the main concepts of structural linguistics and their application to grammatical and textual analysis. Some applications of linguistic analysis in the area of studying/teaching French as a foreign language will be discussed. Structures of modern French as a means of communication will be studied at various levels of analysis, and the most important theories in the areas of general linguistics, phonology, morphology, syntax, semantics and pragmatics will be reviewed. A systematic practice of exercises will help the student in acquiring the mastery of the techniques of linguistic analysis.

Text: Renée Baligand, Part Bhatt, Pierre Léon, *Structures du français moderne* (Canadian Scholars Press Inc.).

469 The French Revolution in Romantic

Literature

Jean-Marie Crouzatier

Since the end of the nineteenth century, many readers have traced the origins of the Romantic literary revolution to the political Revolution of 1789. But Romantic writers were far from unanimous in their feelings about the Revolution. In his *Mémoires d'Outre-tombe*, Chateaubriand viewed the Revolution from the basically hostile perspective of an aristocrat, though he was secretly attracted to the esthetic implications of its liberal ideas. Balzac was also critical of the Revolution because he preferred order and authority in societal matters. Lamartine and Hugo, on the other hand, exalted the revolutionary epic and the spirit of liberty.

GRADUATE PROGRAM OF STUDIES

To be eligible for acceptance to the six-week session, applicants are normally expected to have a B.A. degree with a major in French or equivalent course work in French, and a grade average of B or better. In addition to students preparing Middlebury's M.A., M.M.L., or D.M.L. degree, the French School welcomes each summer 'non-degree' students (i.e. candidates for degrees at other institutions, or individuals who want to take advanced courses in French).

New students enrolled in the graduate session must take a written language test before they register. According to their performance, they may be placed in one of the following: 511 (*Grammaire et composition*) or 611 (*Composition avancé*). After the written language test, new students must have an interview with a phonetics instructor. According to results of the interview, the student will be placed in 505 (*Production orale*) or exempted from a phonetics course. In the latter case, he/she will take the proficiency test required for the M.A. degree

during the 3rd, 4th, or 5th week of the session. New students may register only when they have received the results of the written language test and of the phonetics interview.

A normal load is three courses (nine semester hours) selected in consultation with the Director or Dean. Permission to take an extra course is granted only exceptionally by the Dean of the French School, and must be requested in writing before the start of the session. Some students may be required to take one or more courses at a lower level for undergraduate credit before beginning a full load of graduate work.

Two types of courses are offered in the graduate program: 1) foundation courses which are designed to provide students with the linguistic, cultural and literary skills needed for further study; 2) specialized courses which allow the student to build on this foundation and acquire broader and more sophisticated knowledge. Courses of the first type are a permanent part of the program and are offered each summer. The more specialized courses change each year depending on the faculty and their specialties, allowing for a variety of subjects and approaches.

Courses at the 500, 600 and 700 levels are essentially for students preparing for the Master of Arts degree. They are also open to highly qualified undergraduates who have scored well on the placement test and are judged capable of doing work at the graduate level. The numbering of graduate courses is arranged to indicate level of difficulty. Beginning graduate students normally take 500 level courses, while 700 level seminars are usually for finishing M.A. candidates. The 800 level courses are mainly for doctoral candidates or highly qualified master's candidates. 900 level courses are for D.M.L. candidates only. Each course carries one unit of graduate credit unless otherwise indicated. The normal course of study during a summer session is three units. Graduate courses begin on Thursday, June 29th.

M.A. Degree Requirements: Candidacy for the M.A. degree is confirmed upon successful completion of a six-week summer session at the Middlebury French School. To receive the M.A. degree the student must complete a total of twelve units. These may be obtained at a series of summer sessions on the Vermont campus, or by taking three units during a summer session and completing the requirements during a full academic year in Paris.

A maximum of three units may be transferred from other graduate programs following approval by the Dean of the French School. Two units earned at Middlebury's two-week seminars may be applied to the degree. The combined total of seminar and transfer credits may not exceed three. N.B. Courses taken at other institutions and proposed for transfer toward the Middlebury M.A. degree must have been taken after admission to candidacy, at the end of the first summer session.

Distribution requirements for those students choos-

- ing to earn their degrees on the Middlebury campus:
 a) one unit in advanced composition (611 or the equivalent);
 b) certificate of competency or proficiency in phonetics;
 c) two units in civilization;
 d) three units in literature.

Distribution requirements for those students choosing to earn their degree in Paris as well as on the Middlebury campus:

- a) one unit in advanced composition (611 or the equivalent);
 b) certificate of competency or proficiency in phonetics;
 c) two units in civilization;
 d) two units in literature (including 591 or the equivalent);
 e) *mémoire*.

I. COURS DE LANGUE

A. PRODUCTION ORALE

505 Production orale

Coordonnateur: Aline Germain-Rutherford;
 Hélène Lavertu, Jacques Raynaud.

L'objectif de ce cours est de développer la perception auditive et les capacités d'expression orale de l'étudiant pour lui permettre de COMMUNIQUER plus facilement et effectivement en français. L'accent sera mis à la fois sur la prononciation (phonèmes, rythme, intonation) et sur la compréhension et l'expression orale à travers des exercices de discrimination auditive, de répétition et de simulation de situations de communication. La progression de chaque unité du cours ira d'une expression orale très dirigée d'un point de vue phonétique, vers une expression plus libre et spontanée à l'intérieur de situations de communication variées.

Textes: Francine Cicurel, Elizabeth Pedoya, Rémy Porquier, *Communiquer en français* (Hatier International, 1987); Elizabeth Pedoya, Massia Kaneman, *Au plaisir des sons* (Hatier International, 1988).

B. GRAMMAIRE ET COMPOSITION

511 Grammaire et composition

Daniel Perramond, Frédéric Limare

Par placement. Sections limitées à quinze étudiants. Ce cours offre une revue systématique des points de grammaire fondamentaux, en particulier du système verbal et de l'application pratique des règles au niveau de la phrase et de son intégration dans le paragraphe.

611 Composition avancée

Roger Lauverjat, Gilberte Rolland, Frédéric Limare

Ce cours est obligatoire pour la maîtrise. Il donne aux étudiants le moyen d'utiliser des structures grammaticales complexes. On accordera une attention particulière à l'étude des niveaux de langue.

618 Traduction

Frédéric Limare

Prerequisite: 611

Ce cours s'efforcera, par la traduction de textes contemporains, d'aider les étudiants: 1) à approfondir leur connaissance de la langue française par un travail rigoureux d'enrichissement du vocabulaire, des expressions idiomatiques et de la syntaxe; 2) à commencer à prendre conscience des caractéristiques spécifiques de chacune des deux langues. Les étudiants devront avoir à leur disposition un bon dictionnaire bilingue (Collins & Robert, par exemple) et un bon dictionnaire unilingue (Le Petit Robert).

C. ATELIER DE THÉÂTRE

508 Atelier de théâtre

Françoise Mojeret

Cet atelier mettra l'accent: a) sur un travail de diction, de pose de voix et d'expression utile aux futurs professeurs; b) sur des textes de théâtre d'auteurs contemporains (scènes courtes pouvant être apprises rapidement); c) sur des improvisations à deux puis à plusieurs.

II. LINGUISTIQUE

624 Introduction à la linguistique française

Jean-Michel Adam

Attentif à la dimension textuelle des faits de langue, à l'énonciation et à l'orientation argumentative du discours, ce cours portera cette année sur les approches linguistiques et pragmatiques de quelques connecteurs (si...alors, certes, mais, quand-même, puisque, un peu, principalement). L'analyse d'un corpus journalistique, publicitaire et littéraire aura pour but de favoriser l'acquisition de quelques indispensables outils de description pragmatique et textuelle de ces petits "mots du discours".

Texte: D. Maingueneau, *Eléments de linguistique pour le texte littéraire* (Bordas, 1986).

676 De la sémiotique à la linguistique textuelle: le récit

Jean-Michel Adam

Voir sous Littérature.

III. CIVILISATION

557 Art, Société, Révolutions: 1789, 1830, 1848, 1870

Charles Sala

Ce cours dont l'optique est largement sociologique et historique, se propose d'analyser toutes les productions visuelles concernant les événements révolutionnaires français, depuis le XVIII^e siècle, jusqu'à la Commune. Pour ce faire l'on utilisera non seulement les grandes oeuvres peintes et sculptées, mais aussi les lithographies, les dessins populaires et tout autre matériel utile, visuel ou écrit.

La première partie sera consacrée à l'école de David,

avant la Révolution et vers la fin du siècle. On prolongera l'étude à travers les peintures napoléoniennes. Les journées de 1830 seront évoquées grâce à l'oeuvre de Delacroix mais aussi à travers d'autres exemples picturaux et graphiques. Les journées révolutionnaires de 1848 seront retracées à travers l'oeuvre des Réalistes comme G. Courbet, et à l'aide de documents divers de l'époque. Enfin, la dernière partie sera réservée à la Commune de Paris. Nous analyserons les oeuvres de Courbet, de Manet et d'autres ainsi que les photos de l'époque et les procès verbaux.

632 La France, société et culture de consommation

François Mariet

Ce cours de civilisation aborde les grandes tendances de la transformation des styles de vie des Français depuis 1968. Alimentation, vêtements, loisirs suivent l'évolution de la démographie, de l'économie et de la consommation. On décrira ces nouveaux styles de vie et de consommation ainsi que leurs effets sur le paysage social et culturel français (publicité, magasins et supermarchés, médias). Un accent tout particulier sera mis sur les comportements des enfants et des adolescents. Le cours sera illustré de nombreuses émissions de télévision et de messages publicitaires récents.

(2 heures par jour, 29 juin-19 juillet)

635 Les Femmes et la Révolution Mireille Belloni

Quelle fût la repercussion des bouleversements apportés par la Révolution dans la vie des Françaises de 1789? La Déclaration des Droits de l'Homme pouvait-elle être pensée en termes féminins et masculins? Nous tenterons de voir, dans un perspectif général, dans quel mesure les Françaises ont bénéficié du changement social des années révolutionnaires de 1789 à l'année du bicentenaire.

(2 heures par jour, 20 juillet-12 août)

638 Système éducatif et société en France

Dominique Agostini

D'ici à l'an 2000, la France prévoit de faire passer le nombre de ses bacheliers de 30 à 85% d'une génération. Cet objectif ambitieux est censé combler le retard de la France vis à vis des grands pays industrialisés (Etats-Unis, Japon). Un effort sans précédent devra donc être accompli; effort budgétaire, intellectuel, administratif.

Ce cours comportera d'une part, une description d'ensemble du système éducatif français et de ses problèmes; d'autre part, l'analyse des moyens à mettre en oeuvre pour répondre à la nouvelle demande sociale en matière de formation.

639 L'engagement politique au XXe siècle

Jean-Marie Crouzatier

Ce cours a pour objet l'analyse des transformations sociales, idéologiques et politiques en France au XXe siècle à travers le témoignage de trois écrivains engagés.



Drieu la Rochelle, Camus, et Malraux posent chacun à sa manière les problèmes de la France au XXe siècle en termes de civilisation et de crise.

Gilles dresse le portrait de la France pendant l'entre-deux guerres. Son auteur, lié aux ligues d'extrême droite, marque son engagement politique par une série de refus et d'impossibilités. Camus rappelle dans *la Peste* la nécessité d'un engagement politique et moral. Quant à Malraux il trace les limites de l'expérience révolutionnaire et en critique la légitimité dans *la Condition humaine*.

Textes: Drieu la Rochelle, *Gilles* (Livre de poche); A. Camus, *La Peste* (Livre de poche); A. Malraux, *La Condition humaine* (Livre de poche).

646 La Révolution française Dominique Agostini

En 1989, la France fêtera le bicentenaire de sa Révolution. La solennité donnée à cette commémoration témoigne de l'actualité de cet événement dans la société française. La France d'aujourd'hui est toujours l'héritière directe de 1789. Afin de bien saisir cette réalité, on se propose dans ce cours 1) de rappeler l'histoire de la Révolution française; 2) de mettre en évidence tous les prolongements institutionnels et culturels pour le XIXe et XXe siècles; 3) de montrer ce qui, dans la France d'aujourd'hui, lui est encore redevable.

Le cours sera enrichi de conférences complémentaires données par des spécialistes tels que MM. Michel Winock et René Rémond, professeurs à l'Institut d'Etudes Politiques de Paris, dont les recherches ou les travaux sont particulièrement centrés sur les multiples aspects de la Révolution (histoire, littérature, civilisation, arts).

Texte: Albert Soboul, *La Révolution française* (Gallimard, poche, 2 vol.).

742 Comment la France est devenue cartésienne

François Mariet, Dominique Agostini

Les Français sont cartésiens, dit-on; en effet, la Révolution française met en application les grands principes de la philosophie de Descartes. Depuis ce temps-là, on dit de la France qu'elle est une civilisation cartésienne. Les Cahiers de Doléances rédigés à l'occasion de la réunion des Etats Généraux en 1789 incarnent pour la première fois cette évolution du peuple français vers un nouveau type de rationalité.

En lisant les textes majeurs de Descartes puis les Cahiers de Doléances on s'attachera à montrer comment et jusqu'à quel point cette philosophie est passée dans les modes de penser quotidiens des Français (qu'il s'agisse de morale, de culture ou d'organisation sociale et politique).

746 Le Québec contemporain

Jacques Cotnam, George Bérubé

Ce cours se propose de mettre en lumière quelques facettes de la vie politique et socio-culturelle du Québec des trente dernières années, une époque qui a été témoin d'un changement radical de valeurs et de mentalité. On y étudiera notamment les signes avant-coureurs de la "Révolution tranquille" et l'histoire de cette dernière, de même que le renouveau du système d'éducation, "la défense et illustration d'une langue québécoise", la vie politique, culturelle et littéraire, l'essor du cinéma, le féminisme québécois, l'ouverture du Québec à l'étranger, etc...

Texte: Marcel Rioux, *Les Québécois* (Paris, Ed. du Seuil).

IV. LITTÉRATURE

591 Analyse textuelle

Coordonnateur: Roger Lauverjat; Denis Bertrand, Daniel Grojnowski, Maurice Mourier, Jean Verrier
Obligatoire pour les étudiants allant à Paris.

Ce cours vise à donner aux étudiants une méthode qui leur permette de résoudre les problèmes divers (historiques, philosophiques, esthétiques) qu'ils auront à se poser lorsqu'ils analyseront un texte littéraire. C'est donc une introduction aux différents types de discours critiques (linguistique, structural, stylistique, psychanalytique) et à la description et l'interprétation de l'oeuvre littéraire.

665 Molière: Théâtre, paroles et costumes

Jean Verrier

On étudiera dans les principales pièces de Molière, depuis *Les Précieuses ridicules* (1669) jusqu'à *Malade imaginaire* (1673) en passant par *Tartuffe*, *Dom Juan*, *Le Misanthrope*, *Georges Dandin* et *Le Bourgeois Gentilhomme*, le rôle des costumes, les déguisements et celui des différents registres de parole: parole des précieux, des paysans, des bourgeois, des aristocrates, parole des

valets et des maîtres, des femmes et des hommes. Toute parole n'est-elle pas mensonge? Tout costume n'est-il pas déguisement? Qu'est-ce que l'hypocrisie? et la franchise? Peut-on être sincère?

Cette traversée de l'oeuvre de Molière (les étudiants liront au moins 7 pièces) sera également l'occasion de réfléchir sur la spécificité du texte de théâtre, sur les moyens de le lire comme on lit une partition de musique, sur les moyens aussi d'analyser une représentation théâtrale (*Le Médecin malgré lui*).

Texte: Molière, *Théâtre* (Coll. L'Intégrale, Le Seuil).

666 Le roman français du 19e siècle et la Révolution

Denise Brahim

L'actuelle commémoration de la Révolution française, en ce 2e centenaire de 1789, entraîne de nouvelles "lectures", c'est-à-dire de nouvelles interprétations, des événements qui ont fondé la France moderne. Au 19e siècle, la littérature, et surtout le roman, ont quelquefois tenté de représenter cette période et les grands conflits d'idées qui la caractérisent. La mort du Roi, la Terreur et la guillotine qui en fut l'instrument, la guerre civile entre royalistes et révolutionnaires sont des traumatismes que la conscience nationale a longtemps préféré occulter; mais la littérature a élaboré autour d'eux des fictions qui visent à les faire comprendre et à les exorciser.

Textes: Balzac, *Les Chouans*; Victor Hugo, *Quatre-Vingt-Treize*.

676 De la sémiotique à la linguistique textuelle: le récit

Jean-Michel Adam

Les travaux de sémiotique puis de linguistique textuelle ont, ces dernières années, permis d'approcher avec de plus en plus de précision ce qui fait la spécificité des sortes ou types de texte. Le cours examinera cette année le cas du récit et les analyses qui en ont été faites depuis les travaux de Propp, Greimas, Umberto Eco et Paul Ricoeur. Diverses manifestations discursives seront prises en compte: littérature, conte populaire, publicité, presse, cinéma et bande dessinée et l'on examinera les modes d'insertion du récit dans d'autres types de texte en prenant l'exemple de la conversation et le cas du théâtre.

Texte: Jean-Michel Adam, *Le Récit* (P.U.F., Collection "Que sais-je?", #2149).

767 La Révolution surréaliste

Pascaline Mourier

Dès sa naissance, en 1924, le Surréalisme se met sous le signe de la Révolution. Quelques années plus tard, il tente, avec bien des déboires, de se mettre à son service. Changer la vie, changer le monde, mais en désaliénant le langage poétique, devant lequel tous les hommes naissent libres et égaux en droit; contribuer à une nouvelle déclaration des droits de l'homme, mais en affirmant la toute puissance du désir; promouvoir un art révolutionnaire, mais qui soit indépendant de tout engagement

politique; telles sont ses ambitions. Paradoxe Révolution...

Textes: A. Breton, *Le Manifeste du surréalisme* (Poche); L. Aragon, *Traité du style* (Gallimard-L'Imaginaire); R. Desnos, *La Liberté ou l'Amour* (Gallimard-L'Imaginaire).

775 Barbey d'Aurévilly : la Révolution refusée

Pascaline Mourier

Pour Barbey d'Aurévilly, qui considère l'Histoire comme un champ clos où s'affrontent les forces occultes du Bien et du Mal, Roman historique et Roman fantastique tendent à se confondre. A ses yeux la Révolution est la victoire du Mal. Dans *le Chevalier des Touches* et *l'Ensorcelée*, il prend parti pour les vaincus: nobles, prêtres, Chouans. Dans les nouvelles *des Diaboliques*, il met en scène la société post-révolutionnaire et ses âmes damnées, tout en renouvelant de façon magistrale la poésie du récit court.

Textes: Barbey d'Aurévilly, *Le Chevalier des Touches* (Garnier-Flammarion); idem, *L'Ensorcelée* (Folio); idem, *Les Diaboliques* (Folio)

777 Les littératures francophones

Denise Brahimi

Que se passe-t-il lorsque la langue française est le moyen d'expression utilisé par des écrivains dont la culture originelle est totalement étrangère à la France et à l'Europe? Les littératures francophones d'Afrique (au nord et au sud du Sahara) et celle des Antilles françaises (Haïti, Guadeloupe, Martinique) permettent de réfléchir au métissage culturel et linguistique qui s'est produit dans ces pays d'ailleurs fort variés. Au Maghreb, la langue française est utilisée par des écrivains imprégnés de culture berbère ou arabo-islamique. En Afrique, les croyances animistes, les mythes et légendes transmis par la tradition orale, et à date plus récente l'apport islamique, constituent un autre fonds culturel. Aux Antilles, il faudrait parler d'une culture caraïbe, indienne, africaine, espagnole, créole, sous-jacente à l'expression littéraire en français.

Textes: Aimé Césaire, *La Tragédie du Roi Christophe*; Cheikh Hamidou Kane, *L'Aventure ambiguë*; Albert Memmi, *La Statue de sel*.

781 Les Fleurs du Mal de Baudelaire

Daniel Grojowski

Les Fleurs du Mal marquent la naissance de la poésie française moderne. Le recueil a fasciné un grand nombre d'auteurs (de Barbey d'Aurévilly et Théophile Gautier à Proust, Valéry ou E. Pound, en passant notamment par Verlaine, P. Bourget, J. Laforgue...). Il a inspiré l'un des grands romans de la fin de siècle dernier: *A rebours* de J.K. Huysmans. Par ailleurs les nombreux écrits critiques de Baudelaire ont répandu des concepts fon-

dateurs comme ceux de "poésie pure", "modernité", "artifice" ou "décadence".

On s'attachera à l'étude des interactions entre le texte des *Fleurs du Mal*, celui des essais de critique (littéraire, artistique) de Baudelaire, et les commentaires d'écrivains auxquels on doit pour une bonne part la "fortune" de l'oeuvre.

Textes: Baudelaire, *Oeuvres complètes*, (Coll. L'Intégrale, Le Seuil); J.K. Huysmans, *A rebours*, (Folio, Gallimard).

786 Le Théâtre québécois

Jacques Cotnam, Georges Bérubé

En étudiant quelques-unes des pièces qui ont marqué l'essor du théâtre québécois depuis la seconde guerre mondiale, ce cours vise à présenter une introduction à l'histoire de ce théâtre et à mettre en lumière ses thèmes majeurs.

Textes: Gratien Gélinas, *Tit-Coq* (1948); Marcel Dubé, *Au Retour des oies blanches* (1966); Michel Tremblay, *Les Belles-soeurs* (1965); Marie Laberge, *C'était avant la guerre, à l'Anse à Gilles* (1981).

IV. DIDACTIQUE/PEDAGOGIE

692 Pédagogie de phonétique

Aline Germain-Rutherford

Le but de ce cours est de présenter et d'analyser diverses techniques pour enseigner la prononciation dans une classe de langue. Le cours commencera par un survol théorique de la phonétique descriptive du français contemporain. On présentera et pratiquera ensuite différentes méthodes pour repérer et classer les erreurs phonétiques à partir d'enregistrements réels. L'étape suivante sera l'élaboration d'exercices correctifs de prononciation. Enfin on s'interrogera sur la manière d'intégrer ces exercices de phonétique corrective dans un cours de langue.

Textes: Monique Callamand, *Méthodologie de l'enseignement de la prononciation* (Clé International); E. Pedoya, *Au plaisir des sons* (Hatier International, 1988).

697 Enseigner le français aujourd'hui

E. Pedoya-Guimbretière, S. Lieutaud

Ce cours a pour objectif de mener une réflexion méthodologique sur des méthodes et matériels récents publiés en France afin de permettre aux enseignants de varier leurs techniques pédagogiques et de diversifier les activités dans leurs classes. On analysera ces matériels et on s'intéressera successivement à la compréhension et expression orales, aux pratiques grammaticales, à la compréhension et expression écrites, aux activités ludiques ainsi qu'à l'enseignement de la civilisation.



791 Enseignement de la littérature

Denis Bertrand

En prenant prioritairement pour support les oeuvres littéraires au programme de l'*Advanced placement*, le cours se présente comme une réflexion concrète sur l'enseignement des textes littéraires. Il s'appuie, d'une part, sur les progrès récents de l'analyse textuelle, qui permet d'affiner nos instruments de connaissance des textes et, d'autre part, sur les techniques de créativité, qui stimulent les capacités de production écrite: on associera étroitement les matrices de création de textes et la reconnaissance précise des formes littéraires (dimensions narrative, passionnelle, stylistique notamment). L'identification des genres et l'appréciation des styles individuels d'écriture seront ainsi dynamisés par la perspective d'un entraînement diversifié à l'écriture.

795 Exploitation pédagogique de documents vidéo

Carmen Compte

A l'heure où l'image prend de plus en plus d'importance dans notre société, où les images mentales des étudiants sont de plus en plus influencées par la dose de télévision quotidienne, il est important de savoir maîtriser ce langage iconique et l'utiliser. Ce cours propose d'initier au langage télévisuel afin d'en tirer un parti immédiat pour l'exploitation en classe de documents vidéo authentiques. Après avoir établi un certain nombre de points illustrés par le décodage d'un journal télévisé, d'un feuilleton, le cours prendra pour base de travail la collection EDAV éditée par le BELC/CIEP avec des films du CNDP. Une méthodologie originale développée dans cette collection sera présentée en détail.

900 Mémoire de recherche

Daniel Jourlait

(réservé aux étudiants en 1ère année de D.M.L.)

THE SCHOOL IN FRANCE

ACADEMIC YEAR ABROAD

Headquarters in Paris: The offices of the Middlebury School in France are located in Reid Hall, 4 rue de Chevreuse, 75006 Paris (Telephone: 011-33-1-43-20-70-57), in the Montparnasse district.

Director (1989/90): BETHANY LADIMER, Associate Professor, Middlebury College. Ph.D., Columbia University.

Assistant to the Director: FRANÇOISE RIPOCHE.

Faculty: Courses are taught by faculty members of the University of Paris X-Nanterre, other branches of the University of Paris and various French institutes.

Travel and Housing: While students are responsible for making their own travel arrangements and for securing their own living accommodations, Middlebury does maintain a list of student residences, rooms, *au pair* arrangements, and other lodgings. This information will be made available to undergraduate students in the spring and to graduate students during the preliminary summer session on the Vermont campus.

Cost: Students pay tuition only to the Middlebury College School in France, since they are responsible for their own travel, room and board. While individual life styles and circumstances, as well as the rate of the dollar, will cause the estimate to vary, students have found in the past that the overall cost - including passage but excluding travel while in Europe - was approximately that of a year at Middlebury (\$17,000).

THE JUNIOR YEAR PROGRAM

Middlebury's academic year program in Paris is open to students who have completed **two full years of college course work**, with at least a B- average overall and a B average in French. They must also have reached a level of proficiency in French equivalent to five college semesters, including one course at a level equivalent to Middlebury's introductory courses in literature or civilization by the end of their fourth college semester. The semester option is open to matriculated Middlebury undergraduates only (see below). Attendance at the French School's seven-week summer session on the Vermont campus prior to attending the School in France has always proved beneficial, though it is not a requirement for acceptance in the junior year program. However, in cases where remedial language work appears necessary or desirable, the Dean reserves the right to make final acceptance conditional on successful completion of the seven-week session. Students accepted to the junior year program are expected to maintain their overall academic average as well as their average in French throughout the term of study preceding their registration in Paris.

Juniors enroll for the full academic year in a program of studies designed both to complement courses taken at the home institution and to form a logical link between sophomore and senior years. During the first five weeks, beginning in early September, an intensive preliminary session at Reid Hall offers language work and an introduction to contemporary France. After the preliminary session, juniors may choose among the course offerings in language, literature and civilization at the Middlebury School in France; linguistics, literature, cinema, theater studies, art history, philosophy and economics at the University of Paris X-Nanterre; and political science and international relations at the *Institut d'Etudes Politiques*.

Students majoring in political science, or who have a strong interest in political science, may choose to enroll in a special one-year program of study at the *Institut d'Etudes Politiques* which leads to the *Certificat d'Etudes Politiques*. Candidates for acceptance in this program must pass an entrance test which covers language and knowledge of current events; this test is administered after arrival in Paris.

Courses in studio art or music are available to qualified undergraduates by arrangement. Prior approval by the student's advisor and the Dean of the French School are required.

Semester Option: A limited number of students in Middlebury's baccalaureate program may be accepted in the semester program if the full year program is academically unfeasible for them. Students applying for the semester option must be taking, or have taken, FR 230 (Introduction to Contemporary France) or the equivalent at the time of application. Course choices are limited for semester students, as most French university courses are full-year courses. After a five-week preliminary session, students may take courses in literature, language and civilization at Reid Hall. Semester candidates should note the FR 230 requirement and the requirement to register in one language course while in France. **N.B.:** If applying for a semester option, students must state briefly in writing why they must choose it over the full year: experience has shown that most students benefit much more from the full academic year in France.

Credits: A student's workload must be approved by the Director of the School in France. Because a student's home institution determines the number of credits awarded for work abroad, students are urged to discuss the question of transfer credits with their advisors well before they go abroad. Middlebury College considers a semester or academic year abroad as equivalent to a semester or academic year in the U.S. Students in the full-year program earn the equivalent of nine Middlebury College course units, and Middlebury undergraduates in the semester program earn five course units.

THE GRADUATE PROGRAM

After successfully completing three courses (three units) at the summer session of the French School on the Vermont campus, M.A. degree candidates begin the academic year in France. (Students will not be allowed to attend the School in France if their conduct or academic performance during the summer is judged unsatisfactory.) During a special preliminary session (worth one unit of credit) offered by the Middlebury School in France in September and October, students are enrolled in two seminars designed to prepare them for advanced university work and to introduce them to the methods and subject areas of the *mémoire*, a short thesis required of all candidates for the M.A. degree.

During the academic year following the preliminary session, graduate students earn the remaining eight units toward the twelve required for their degree. In addition to the *mémoire* (worth two units of credit), six units of course work are chosen from the areas of French language, phonetics, literature, culture and civilization, and business French. Courses may be taken as follows: advanced language practice, civilization and literature at the Middlebury School in France (Reid Hall); linguistics, French literature, cinema, theater studies, art history, and social sciences relating to the Francophone world at the University of Paris X-Nanterre.

By special arrangement, one course is open to Middlebury graduate students at the following schools: *l'Ecole Commerciale de la Chambre de Commerce et d'Industrie de Paris* and *l'Institut d'Etudes Politiques*.

COURSES

The following are some of the courses available in the past years:

- * Courses open to graduate students only.
- + Courses open to undergraduate students only.
- (No symbol means open to both graduate and undergraduate students.)

PRELIMINARY SESSION

Courses for Undergraduates

- Language
- Introduction to Contemporary France

Seminars for Graduates

- Lectures de la fiction et de la non-fiction
- La femme et le bonheur dans le roman français du XIXe siècle
- La crise de la famille dans le théâtre du XXe siècle
- L'école en France: de l'école maternelle à l'université
- Les partis dans le système politique français
- Histoire des médias en France

UNIVERSITÉ DE PARIS X-NANTERRE

Linguistique

- Introduction à la linguistique
- * Ancien français
- Pratique du français universitaire

- * Didactique du français langue étrangère
- * Sémiotique textuelle et poétique

Littérature

- Le mythe de Don Juan
- + Lecture de textes littéraires
- Zola et Robbe-Grillet
- La littérature du moyen âge
- * Merlin et la quête du Graal
- * Masques et pseudonymes
- * Rimbaud
- La représentation de la ville
- * L'autoportrait
- * Les tendances de la critique moderne
- * Le roman de l'adolescence
- * Messages des médias
- * Littérature et histoire des idées

Littérature d'expression française

- La littérature française du Québec
- Le roman africain et antillais
- Identités culturelles et francophonie

Cinéma

- Analyse de films
- Sémiotique de l'image: de la photo au cinéma
- * Théâtre et cinéma
- * Approche du récit cinématographique

Etudes théâtrales

- Du théâtre antique au théâtre classique français
- Initiation aux techniques de la scène
- La mise en scène de la révolution
- Initiation à l'aesthétique théâtrale
- La farce et la foire
- Théâtre du XIXe: Musset, Büchner, Hugo
- Théâtre du XXe
- Théâtre et roman

Histoire de l'art et archéologie

- Initiation à l'art médiéval, moderne, l'art du XIXe siècle
- Art du XXe siècle
- Arts d'Afrique
- Architecture et urbanisme aux XIXe et XXe siècles
- * Pratique de l'art médiéval
- * Musique et société en France

Sciences économiques

- + Microéconomie
- + Démographie économique
- + Problèmes monétaires internationaux

Students may also take courses in history, philosophy, and sociology; undergraduates, in American literature, psychology, and religion at the Université de Paris X-Nanterre.

INSTITUT D'ETUDES POLITIQUES

- + La France contemporaine
- + L'URSS et le camp socialiste européen
- + Economie et intégration européennes
- + Relations internationales de la 2e guerre mondiale à nos jours

- + Politique d'unification européenne
- + Stratégie et relations internationales de la guerre froide à la multipolarité
- + Politique extérieure de la France depuis 1944
- + Economie internationale
- + Problèmes économiques du Tiers Monde et les conditions du développement
- + Politique comparée
- + Le Tiers Monde dans les relations internationales
- + Histoire sociale de la France au XXe siècle

MIDDLEBURY

- Parole et communication (+fall and spring; *fall)
- + Structurer les discours écrits (fall and spring)
- * Développer la production écrite (fall)
- Traduction (*fall; +spring)
- La France: de l'absolutisme à la Révolution et à l'Empire (fall)
- La France: dix-neuvième et vingtième siècles (spring)
- * La télévision, miroir culturel de la France (spring)
- * Promenade dans la littérature française du XVIIe siècle à nos jours (spring)
- + Littérature française de la Régence à la monarchie de Louis Philippe (fall)
- + Littérature française témoin des mutations de la société prémoderne (spring)
- + Courants et paradoxes dans l'art du XIXe siècle (spring)
- + Urbanisme et architecture de Paris (fall)
- + Initiation au cinéma français (fall)

ECOLE COMMERCIALE DE LA CHAMBRE DE COMMERCE ET D'INDUSTRIE DE PARIS (E.C.C.I.P.)

- * Aspects sociaux, économiques et géographiques de la France contemporaine: le français des affaires.

(Students enrolled in this course take the examination for the *Diplôme supérieur de français des affaires* at the end of the academic year.)

Teaching Internship: By special arrangement, qualified graduates or undergraduates may also do a *stage* (teaching internship) in English at a level corresponding to junior or senior high school. (No credit is given for the *stage*.)

APPLICATION AND ADMISSION

Applications for the junior year program should be submitted by January 31, because the program is often filled by early February. Completed applications for the graduate program will be acted upon as they are received and until all spaces have been filled. In order to comply with various visa and French university requirements, no applications for admission to the School in France can be accepted after May 15. Contact the School in France, Middlebury College, Middlebury, Vermont 05753, telephone: 802/388-3711, ext. 5523.

MIDDLEBURY COLLEGE
THE FRENCH SCHOOL
MIDDLEBURY, VT 05753

130-01-89

ESPAÑOL

MIDDLEBURY COLLEGE
1989-90

THE SPANISH SCHOOL
Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5538

SUMMER 1989

SEVEN-WEEK SESSION

June 23 - August 11

Total: \$3,095

(Tuition \$2,010; Board \$770; Room \$315)

SIX-WEEK GRADUATE SESSION

June 26 - August 11

Total: \$3,020

(Tuition \$2,010; Board \$715; Room \$295)

THE SCHOOL IN SPAIN

Graduate and Junior Year Programs

(Tuition: Full year \$6,200; Semester \$3,150)

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OBSERVACIONES PRELIMINARES

Al asumir la dirección de la Escuela Española de Middlebury el año pasado, mi propósito central era no sólo mantener el alto prestigio de que goza esta institución que se encamina hacia su centenario, sino también de contribuir a su mejoramiento mediante una renovación continua de cursos, metodología y personal.

Creo que los cambios que hemos efectuado este año constituyen el principio del proceso. Con respecto a nuevas personalidades, este año casi un tercio de los profesores son nuevos. Estos colegas que provienen de varias universidades y de distintas áreas del mundo hispánico participarán en todos los aspectos del programa: el primer nivel de lengua, cursos de introducción al estudio literario, cursos monográficos especializados, cursos de lingüística y cursos para mejorar la enseñanza de la lengua y de la literatura en las escuelas secundarias.

La renovación del programa es también evidente en la introducción de nuevos cursos monográficos, en la aparición de un curso sobre teoría literaria, y en nuevos cursos sobre la historia de España.

Finalmente, hay que destacar la renovación de los cursos de lengua, particularmente en el primer, tercer y cuarto año. El primer año, por primera vez, va a basarse exclusivamente sobre los nuevos conceptos de la enseñanza de la lengua y esperamos que la coincidencia

de excelentes alumnos y profesores altamente capacitados lleven a nuestros estudiantes a un conocimiento más amplio del idioma. Damos la bienvenida a todos nuestros estudiantes y en particular a los que decidan venir por primera vez. Estamos seguros de que este año, como en años anteriores, gozaremos de la espléndida cooperación de los que integran nuestro programa, una convivencia que convierte el verano en una verdadera experiencia cultural e intelectual.

SPANISH AT MIDDLEBURY

The Middlebury College Language Schools were pioneers in the development of specialized study of modern languages in this country. During the summer, graduate and undergraduate courses in Spanish are offered on the Vermont campus, and during the academic year, graduate and junior year study is offered at the Middlebury School in Madrid. Middlebury's Spanish School was founded in 1917 and the School in Spain in 1951.

The Pledge: All students are required to sign a formal statement agreeing to use the foreign language as the only medium of communication during the entire session. More than seventy years of experience have proven the effectiveness of the Middlebury Language Pledge in facilitating the acquisition of language skills. A modified pledge is required even of students at the beginning level. A summer at the Language Schools is therefore an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

SUMMER IN VERMONT

Middlebury College, located on a hill overlooking a typical Vermont village, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live on campus in dormitories assigned to the school and take meals in dining halls where only Spanish is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes are not normally scheduled for evenings or weekends, and the school often uses this time for social and cultural events. There are plays, films, lectures, musical presentations, theatricals and other enriching diversions from the academically rigorous program. Such activities center on the use of Spanish and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with over 10,000 recordings; music practice rooms and lockers; and the Freeman Language Laboratory, with indi-

vidual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills.

Middlebury College's athletic facilities include an 18-hole golf course, the field house, an indoor pool, sixteen outdoor and eight indoor tennis courts, racquet ball and squash courts, and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

PROGRAMS OF STUDY

All programs of study at the Language Schools place great emphasis on the development of language skills and the understanding of other cultures. Classes from beginning courses through the doctoral level are taught in Spanish, and all summer programs are *intensive*.

Courses numbered 101-399 are offered in the seven-week session (June 23 - August 11), and successful completion of work at the 100, 200 or 300 level is equivalent to at least one full year of study.

Upper level and graduate courses are offered in the six-week session (June 26 - August 11).

NEW IN 1989

This summer the Spanish School offers several new courses. Prof. José Manuel Polo de Bernabé will teach a course on modern Spanish and Latin-American films based on literary texts. He will investigate not only the formal aspects of the film but also the relationship between visual representation and written text. Prof. Manuel Pastor, in commemoration of the 50th anniversary of the end of the Spanish Civil War, will teach a course on the events and personalities that led to that tragic event. Prof. Fernando Savater will deal with another problematic period, a hundred years earlier, and will discuss the role of the intellectual as a journalist, using Larra as the central figure. Prof. Savater's second class will read the *Celestina*, Spain's first great novel, and study the function of its erotic theme. Prof. Luciano García Lorenzo will teach a course on the short dramatic pieces of the Golden Age in order to show how these festive compositions served as vehicles for social criticism. Prof. Luis Beltrán will investigate the various aspects of the poetry of García Lorca, to see how individual poems stand as artistic wholes, and how they contribute to the integrity of the collections of which they are a part. Prof. Grinor Rojo will introduce a course on theory for advanced students. The course will be practical in its approach and students will learn to apply critical concepts to specific Hispanic texts. Prof. Robert Blake will repeat for our program the highly successful class on the computer in the classroom that he taught last year in a special workshop, and Prof. Juan Zamora will present a new course on dialectology. Finally, Prof. José Moreno de Alba will teach a course on both the practical and theoretical aspects of phonetics and phonology.

There are further changes in this year's program. Under the leadership of Prof. Gail Guntermann, the first level language course will be taught entirely following proficiency guidelines. This constitutes the beginning of the renovation of our language program, a change which we hope will further enhance the effectiveness of our teaching.

Finally, a word on the three-week courses. This year, students have an opportunity to concentrate on specific cultural topics by taking the three-week courses offered sequentially by Profs. Savater and Pastor. In the area of pedagogy, students may wish to select the combination offered by Profs. Blake and Valdivieso on the use of the computer in the classroom and the teaching of literature in high school classes, respectively.

GRADUATE DEGREES

Master of Arts: Candidates for the M.A. degree must hold a baccalaureate degree or the equivalent from an accredited institution of higher education.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The M.A. degree in Spanish is comprised of twelve units to be earned over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an academic year in Madrid. It is designed as a broadly-based program of study in itself, rather than only as the first stage of a doctoral program.

A normal load is three units per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the results of placement tests taken prior to registration.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A master's degree in Spanish is a prerequisite for entrance

to the program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Spanish; two graduate courses in a second language (French, German, Italian or Russian); comprehensive examinations in both languages; one year's residency in Spain; proof of successful teaching experience; a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Spanish and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which must be begun and completed within the six weeks of the graduate session.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

CREDITS

Credit is defined in terms of *units*. One unit equals three semester hours of credit. Levels 100-499 normally carry a total of three units (nine semester hours) of credit. In the six-week graduate session, levels 501-900, a full graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving. A student's home institution also determines how many graduate or undergraduate credits will be granted for a summer's work at Middlebury. *All credits expire after ten years, whether earned at Middlebury College or transferred from another institution. The Middlebury College Language Schools do not calculate grade point average or class rank.*

TRANSFER CREDITS

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of three units of study at Middlebury. Only courses taken **after** successful completion of the initial summer and formal admission to degree candidacy may be transferred, *i.e.*, courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

In past years two-week graduate seminars have been offered in some of the Language Schools. Please note that only a total of two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. Two-week seminar

units may not be applied toward the M.M.L. or D.M.L. degrees.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury M.M.L. or D.M.L. degree.

All transfer credit courses must be completed by May 31 of the year of graduation for August degree candidates and by January 10 for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

ALUMNI ASSOCIATION

The Spanish School Alumni Association was formed in 1980 to establish a link between alumni and the current activities of the Spanish School. Membership in the association is open to all former students, faculty and friends of the school. Each fall the association requests donations to support its scholarship fund. Scholarship awards are granted each year, in the name of the association, to outstanding students of the Spanish School.

FINANCIAL AID

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions and in the graduate programs in the schools abroad.

Financial aid is awarded on the basis of need as determined by the Financial Aid Office, and academic ability as rated by the dean. We use the Language Schools Financial Aid Application and 1988 federal tax returns to arrive at a determination of students' need for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The application deadline for financial aid is March 15. Awards will be made on a rolling basis to those students whose applications are complete and who have been accepted for admission. Late applicants will be considered for financial aid on a first-come-first-served basis as funds continue to be available.

For the summer, financial aid is generally awarded in the form of employment and grant aid. Employment assistance is work in the cafeteria-style dining halls, where students help in serving food and clearing tables. Students who are in a Middlebury degree program may also apply for a Stafford Loan (formerly GSL) through their

home lending institution to fill any remaining need.

For the academic year abroad assistance directly from Middlebury is available only for students enrolled in a Middlebury graduate degree program or Middlebury undergraduates. Other students should consult the financial aid offices at their home institutions. Students with need are usually offered a combination of College grants and Perkins Loans, with any remaining need met by a Stafford Loan (formerly GSL) through the student's home bank.

The following scholarships have been established in honor of friends or faculty of the Spanish School: *The Jan Borgia Scholarship Fund*, *The Juan A. Centeno Memorial Fund*, *The Anna and Luke J. Nolfi Scholarship Fund*, *The Joel A. Smith Fund for the Spanish School Abroad*, and *The Spanish School Alumni Association Scholarship*. Students do not apply directly for scholarships. All financial aid applicants will automatically be considered for these awards.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College. Tel. 802/388-3711, ext. 5158.

FEES

A non-refundable fee of \$30 must accompany each new student's application. Upon acceptance, all students are required to pay a \$150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1989 of their decision to cancel their enrollment. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

The extra course fee for the six-week program is \$675.

AUDITING

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the director of the school. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Auditing costs **per week** are \$750 (tuition \$425, room and board \$325.)

APPLICATION AND ADMISSION

Students may apply for admission for a single summer at any level, for the junior year program, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Madrid. Students may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have



completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space. Final placement in courses is determined by student performance on examinations administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

Applications are processed on a rolling basis until the start of the session, or for as long as space is available. As the school may be fully subscribed by mid-April, early application is desirable.

For more information or an application, contact the Spanish School at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753
802-388-3711, Extension 5538

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

THE SPANISH SCHOOL

Director: Frank Casa, Ph. D., University of Michigan. Professor Casa has published numerous books and articles on the literature of the Spanish Golden Age, among them *The Dramatic Craftmanship of Moreto* and, most recently, *Editing the Comedia*; he is also on the editorial board of several scholarly journals. Professor Casa was chairman of the department of Romance languages of the University of Michigan for a decade and has also been chief reader for the Spanish advanced placement program.

Dean: Eduardo C. Béjar was born in Cuba and obtained his Ph.D. at the University of Massachusetts at Amherst. He has written articles ranging from nineteenth century poetry to contemporary fiction, and a book, *La textualidad de Reinaldo Arenas. Juegos de la escritura posmoderna*. He is currently preparing a critical anthology of Spanish American romantic poets. Professor Béjar is an assistant professor in the department of Spanish and Italian at Middlebury College.

FACULTY

Ion T. Agheana is a professor of Spanish at Hope College in Michigan. With a Ph.D. from Harvard, Professor Agheana has written numerous articles on the literature of the Spanish Golden Age and three books, *The Situational Drama of Tirso de Molina*, *Jorge Luis Borges: Existentialism and the Dynamics of Surprise*, and *the Meaning of Experience in the Prose of J.L. Borges*.

Isabel Alvarez-Borland, born in Cuba, received her Ph.D. from Pennsylvania State University in Latin American Literature. She is an associate professor at the College of the Holy Cross. She is the author of *Discontinuidad y ruptura en Guillermo Cabrera Infante* and is now preparing a book on *Interior Texts in the Novels of García Márquez, Cortázar, and Cabrera Infante*.

Alicia Andreu, Ph.D., University of Oregon, is a native of Peru. Professor Andreu has written numerous articles and two books on the Spanish novelist Benito Pérez Galdós, *Galdós y la novela popular* and *Estructuras dialógicas en la narrativa de Benito Pérez Galdós*. She has also written articles on several Spanish-American authors and has been the recipient of the following awards: Fulbright-Hays; National Endowment for the Humanities, and American Council of Learned Societies. Professor Andreu is currently a professor in the department of Spanish and Italian at Middlebury College.

José Antonio Bartol Hernández, from Spain, obtained his *licenciatura* in *filología hispánica* from the University of Salamanca and received his *doctorado* in 1984. In 1986 he was named *profesor titular* and teaches regularly the history of the Spanish language, phonetics

and syntax at the University of Salamanca. He is the author of *Las oraciones consecutivas y concesivas en las Siete Partidas* and *Las oraciones causales en la Edad Media*. He has served as coordinator for the *Cursos internacionales* at the University of Salamanca.

Luis Beltrán was born in Salamanca, where he attended the university and received his *licenciaturas* in modern philology and law. He subsequently studied in the United States on a Fulbright Scholarship and earned his M.A. in English and his Ph.D. in comparative literature. Since 1965, he has been teaching at the University of Indiana where he is a professor of Spanish and comparative literature. His publications concentrate in the fields of medieval literature and lyric poetry. He has also published several collections of his own poetry and a novel.

Robert Blake received his Ph.D. from the University of Texas and is now an associate professor at the University of Rochester. He has published articles on Spanish syntax, historical sound changes and bilingualism. He is co-author of *HyperCall*, a computer program written in *HyperTalk* which simplifies foreign language curriculum development for the Macintosh. He is now constructing a computer program which will be used to provide feedback for students' syntactical errors.

Rafael Castillo, from Bilbao, Spain, studied music and classics in Spain, obtaining a *licenciatura* in philosophy and letters from the University of Madrid and a *título* in piano and music from the *Conservatorio Superior de Música* in Bilbao. In 1970, he won a Fulbright Scholarship to study linguistics at the University of Illinois in Urbana, from which he received a Ph.D. in 1975. He has taught at Ohio State University and the University of California at Berkeley. Since 1975, he has been a member of the faculty at the Spanish School summer session, and since 1978, of the School in Spain. He also teaches in Boston University's program in Spain.

Begoña Coello, from Soria, Spain, received her *licenciatura* from the University of Zaragoza. She has studied in England and the United States and is at the moment studying at Georgetown University in the area of interpreting and translating.

Luciano García Lorenzo, from Spain, is a researcher at the *Consejo Superior de Investigaciones Científicas*. He has held positions as professor at the University of Montreal and the University of Madrid and as visiting professor in Europe and the United States. He is the editor of *Cuadernos de Teatro Clásico* and the secretary of the *Anales Cervantinos*. He is the author of nearly twenty books and editions and is widely published in international academic journals on modern and classical Spanish theater.

Flora González, from Cuba, received her Ph.D. from Yale University and is currently an assistant professor of Spanish at Emerson College in Boston. She has written articles on Borges, Donoso, Arenas, Fuentes and Carpentier. She is presently working on a book-length study of dramatic representation in José Donoso's narrative.

C. Gail Guntermann, an associate professor of Spanish and foreign language education at Arizona State University, received her doctorate from the The Ohio State University. She has worked extensively as a foreign language teacher in the U.S. and Latin-America and has made considerable contributions to language teaching program design and development. She has published text books as well as theoretical works on language teaching, one of which is *Functional-Notional Concepts: Adapting the FL Textbook*. Also, Professor Guntermann edited and wrote the introduction to *Contemporary Latin American Culture: Unity and Diversity*.

Angela Labarca, from Chile, studied for her *licenciatura* in Chile and received her Ph.D. in education from Ohio State in 1976. She is an associate professor of linguistics at the University of Delaware. She has published *Nuevas dimensiones* and *Nuevas alturas* for learners of Spanish as well as *Invitación* and *Our Global Village*, two research class-room based books.

Marian McMaster, from Montevideo, Uruguay is an assistant professor of Spanish and director of the Spanish Translation Program at Brigham Young University. She is also a member of the Translation Studies Committee and the Honors and Awards Committee of the American Translators Association, and has written several articles and conducted many demonstrations on the art and methodology of translation and interpretation. She holds the degree of Doctor of Modern Languages from Middlebury College.

Gustavo Mejía holds a *licenciatura* in philosophy and letters from the University of the Andes, and received both a master's degree and a doctorate from the University of Essex, Great Britain. He has taught at several universities in Colombia, and at Vassar College in the United States, as well as at Middlebury's summer program and School in Spain. His publications include short stories, poems, and articles on literary criticism, the most important of which are his editions of *María* by Jorge Isaacs and *Obra completa* by José A. Silva, co-authored with Eduardo Camacho.

José G. Moreno de Alba received his doctorate in Hispanic linguistics from the Autonomous National University of Mexico, where he is now a professor. He is a member of the Mexican Academy of Letters and has lectured in the Soviet Union, Germany, and many countries of North and South America. He has written books

and articles on linguistic topics, such as, *Valores de las formas verbales en el español de México*, *Morfología derivativa nominal*, and the most recent one, *El español en America* (1988).

Carmen M. Nieto was born in Puerto Rico. She has an M.A. in Spanish from the University of Michigan and an M.A. in French from Middlebury College. She currently teaches at the Residential College, a subdivision of the University of Michigan which specializes in experimental teaching with small classes.

Emilio Núñez received his degree in music from the *Conservatorio Superior de Madrid*. He has taught continuously at the Middlebury College Spanish School at both our Vermont and Madrid campuses since 1966. Professor Núñez also teaches at the *Colegio Estudio* and at other North American university programs in Madrid. He lectures extensively in Europe and the U.S., and is a frequent member of juries at international singing contests in European cities including Toulouse, Munich, Barcelona, s'Hertogenbosch and Liège. Among his publications are: *Cancionero de España*, *Canciones para cantar*, and collaborations on collective works including *Musical Guide: The Voice*, directed by Yehudi Menuhin.

Manuel Pastor, native of León, Spain, is professor and head of the department of political science at the Complutense University in Madrid. He did his graduate studies at the University of Wisconsin and has been a visiting researcher at the universities of Princeton, Columbia and Minnesota. From 1980-84 he was Assistant Secretary General of the *Universidad Internacional Menéndez y Pelayo*, in Santander. He is a specialist in political theory and contemporary political ideologies, and is author of the following books: *Los orígenes del fascismo en España*, *Ensayos sobre la dictadura*, *Bonapartismo y fascismo*, *Lecturas de ciencia política*, *Introducción a la Teoría del Estado*, and *Ideologías y movimientos políticos contemporáneos*. Since 1974, he has also been a professor at the Institute of European Studies in Madrid.

Isabel Piera, from Spain, studied Spanish philology and linguistics at the Complutense University in Madrid and pedagogy at the *Instituto Ortega y Gasset*. She received a Master's degree in literature from the University of Wisconsin in 1983 and has been working with the Middlebury program in Spain since 1985.

Jorge Plata, born in Bogotá, Colombia, graduated from the University of the Andes, where he began his theatre career in 1966. He is a professor of literature and theatre at several universities in Bogotá and a founding member of the *Teatro Libre de Bogotá* (1973) where he has served as actor, director and dramatist. In 1984, Professor Plata completed a very successful tour of the

Far East and Europe with the *Teatro Libre*. Among his writings are a poetic version of *King Lear* in Spanish and a play for street theatre, *Episodios comuneros*.

José Manuel Polo de Bernabé received his education in France, Spain and the United States, where he earned his Ph.D. from Cornell University. He has taught at Cornell, SUNY-Albany and the University of North Carolina at Chapel Hill, where he is currently associate professor of Spanish. Professor Polo de Bernabé has published one book, *Poesía y conciencia: estudio de la obra de Jorge Guillén* and has two more forthcoming, *Mimesis y teatralidad en el teatro español contemporáneo* and *Theory of Spanish Autobiography*. He has also published numerous articles on 19th and 20th century Spanish literature.

Berislav Primorac, an associate professor of Spanish at the University of Windsor, Canada, received his Ph.D. from the University of Michigan. He has written on Golden Age Theater, edited Moreto's *El lindo don Diego* and Gorki's *The Mother*, has been chairman of the modern languages department and has directed a summer program in Spain for many years.

Alfredo Ramón was born in San Ildefonso, Segovia, Spain, and has resided all of his life in Madrid. Following his graduation from the *Escuela Superior Central de Bellas Artes de San Fernando* in Madrid, where he obtained the title of Painter and Professor of Art, he has pursued three active careers: artist, teacher and lecturer. Since 1957, he has offered courses in both Spanish and Latin-American art for the programs in Spain of a number of North-American universities and colleges. Professor Ramón has had many one-man shows, the most recent in London, and his paintings hang in various museums in Spain as well as in numerous private collections in Europe, North and South America and the Far East.

Kim Griffin Riedel received her master's degree from Middlebury College and is, throughout the academic year, assistant director and professor at the Middlebury College in Spain. She previously taught at the *Academia Ripolles* in Madrid and at Notre Dame High School in Elmira, New York.

Grínor Rojo, Ph.D. University of Iowa, has published numerous articles and four books on Latin American literary topics and is currently preparing for publication the following books: *Ensayos sobre literatura latinoamericana actual*; *Chile: Dictatorship and the Struggle for Democracy*, and *Cuentos de amor y deporte*. He is on the editorial board of several scholarly journals. He taught at two universities in his native Chile, and as a visiting professor at the San Diego and Santa Cruz campuses of the University of California, at Swarthmore

College, and most recently, Columbia University. Since 1975, he has been at Ohio State University.

Gustavo Sainz of Mexico served for ten years as a professor and chairman of the department of journalism and communication sciences of the Autonomous National University of Mexico. He taught at the University of Texas, San Antonio, and the University of Wisconsin, Madison. Beginning with the 1989-90 academic year, he will be a professor at California State University at Long Beach. Since 1981 he has been teaching at the University of New Mexico, Albuquerque. Professor Sainz has received grants from various foundations, including Ford, Guggenheim, Tinker, and the Center for Inter-American Relations and has been writer-in-residence in a number of academic institutions in the United States. Among his works are: *La princesa del palacio de hierro*, for which he won the Premio Xavier Villaurrutia; *Gazapo*; *Obsesivos días circulares*; *Compadre Lobo*; *Fantasmas aztecas*. His most recent novels are *Paseo en trapezco*, *Muchacho en llamas*, and *A la salud de la serpiente*.

Samuel G. Saldívar is a native of Mexico. He is a professor of Spanish at the United States Military Academy, West Point, New York, where he teaches both language and literature. He earned a B. A. in Spanish and an M.A. in foreign language education at Florida State University, and a Ph.D. in Latin American literature at New York University. Dr. Saldívar has published a book, *Evolución del personaje femenino en la novela mexicana* and other articles on Mexican literature.

Fernando Savater, from San Sebastián, Guipúzcoa, received a doctorate in philosophy from the University of Madrid. He taught at the Autonomous University of Madrid and the *Universidad Nacional de Educación a Distancia* and now teaches at the *Universidad del País Vasco*. Professor Savater has taught classes and given conferences at many universities in Spain, Europe and North and South America. Among his numerous writings are: *Panfleto contra el Todo* which won the *Premio de Ensayo Mundo* in 1978, *Invitación a la ética* which won the *Premio de Ensayo Anagrama* in 1982, and *La tarea del héroe* which in 1982 won the *Premio Nacional de Literatura para Ensayo*. He has written books and plays, and some of his works have been translated into other languages — *La infancia recuperada*, for example, was translated into English (Columbia University Press, 1982).

Jacobo Sefamí, from Mexico, received his *licenciatura* in language and literature from the Autonomous National University and his Ph.D. from the University of Texas at Austin where he is currently a lecturer. His book, *El destierro apacible y otros ensayos*, was published in 1987. He has also published poetry and has worked as an editor of a number of publications.

Teresa Valdivieso, born in Spain, is a professor of Spanish at Arizona State University. She has studied in Spain, France and the United States. She has been director of graduate studies, serves on the editorial board of several scholarly journals and is in charge of ASU Student Exchange Programs. She is the author of *España: bibliografía de un teatro silenciado*; *Negocios y comunicaciones*, and *Aproximaciones al estudio de la literatura hispánica*, and of critical essays on contemporary Hispanic and Catalan studies.

Carmen Vigo-Acosta, from Uruguay, received her master's degree from Brigham Young University. She has served as assistant director for study abroad programs, has taught at the Monterey Institute of International Studies, and has been an instructor for Peace Corps volunteers. She is now teaching at Mesa Community College.

Juan Zamora, from Cuba, received a law degree in Havana in 1952 and a Ph.D. in linguistics from SUNY, Buffalo in 1971. His major fields of interest are dialectology, bilingualism and socio- and psycho-linguistics. He has authored or co-authored the following books: *Fundamentos de lingüística hispánica*; *Dialectología Hispano-americana*, and *Indigenismos en la lengua de los Conquistadores*. He is, at the present, professor and chair of the Spanish and Portuguese department at the University of Massachusetts, Amherst.

ASSISTANT TO THE FACULTY

Teresa Boucher graduated from Dartmouth College with highest honors in 1985 and studied in Madrid with the Middlebury program from which she received an M.A. in 1988. She has taught at Cushing Academy and has been an assistant teacher of Spanish at Dartmouth. At the present, she is pursuing her M.A. degree in French.

ADMINISTRATIVE STAFF

Audrey LaRock has been the secretary of the Spanish School since 1986. She previously held the same position for the Middlebury College Schools of Chinese and Japanese.

Felicia A Smith, Assistant to the Dean, is a Presidential Scholar working toward her B.A. at Middlebury College. During the summer of 1988, she worked for the Spanish School as the student assistant to the faculty.

INTENSIVE LANGUAGE COURSES

Daily activities normally include three or four hours of classroom instruction plus additional work in the language laboratory. *Schedules, texts and staffing are subject to change.*

+ designates courses in the seven-week session.

LEVEL 100

The beginning student will enroll in all three of the following courses for a total of three units.

101-102-103 Beginning Spanish+

Guntermann, Nieto, Vigo

This course is designed for beginners who want to master the basic structures and vocabulary of the language. An ordered presentation based on language in its situational context will focus on all four of the language skills: understanding the spoken word, speaking, reading and writing. The course will consist of four one-hour sessions daily.

Required text: Marty Knorre and others, *Puntos de partida*, 2d ed. (New York: Random House, 1985).

LEVEL 200

Level 200 courses are part of an integrated program. Intermediate students must take all four courses (201-204) simultaneously for a total of three units.



201 Intermediate Grammar+

Agheana

This course is designed for students to develop strong conversational skills while actively using the grammatical structures of the Spanish language. The course will begin with a rapid review of the basic grammatical topics already studied by the students in their first year. This brief review will be followed by a presentation of the more complicated structures needed to speak Spanish well. Classroom activities will progress from control of basic forms to exercises which are designed to develop communication skills. Active participation in speaking rather than mere acquisition of grammatical structures is the goal of this course.

Required text: John G. Copeland, Ralph Kite, and Lynn Sandstedt, *Conversación y repaso*, 3d ed. (New York: Holt, Rinehart and Winston, 1985).

202 Pronunciation and Comprehension+ Coello

This course has two goals: the first addresses the need to assist the student in overcoming common pronunciation errors in Spanish; the second is designed to improve the student's listening skills which are so necessary for successful interaction in Spanish at a normal conversational speed. The class will be based on pronunciation exercises, dictations, vocabulary and conversational materials for listening comprehension.

Required text: John G. Copeland, Ralph Kite, and Lynn Sandstedt, *Conversación y repaso*, 3d ed. (New York: Holt, Rinehart and Winston, 1985).

203 Composition+

Labarca

This course complements 201 and 202 with a focus on writing skills. Students will read an assortment of passages by contemporary Hispanic authors, prepare discussions around them, and finally, submit a written analysis. Students will be expected to write and revise a series of compositions designed to improve their structural knowledge of Spanish at the second year level.

Required texts: Angela Labarca and James Hendrickson, *Nuevas Dimensiones* (Boston, Heinle and Heinle Publishers, Inc., 1988); Angela Labarca and James Hendrickson, *Nuevas Alturas* (Boston, Heinle and Heinle Publishers, Inc., 1988); also, special material in course pack form available at Middlebury.

204 Approaches to the Reading of Texts+ Labarca

This course seeks to develop analytical skills by focusing on ways with which the student can approach the reading of texts. Different types of texts will be used to give the student a broad linguistic experience as well as an insight into the strategies employed by different writers.

Required texts: Angela Labarca and James Hendrickson, *Nuevas Dimensiones* (Boston, Heinle and Heinle Publishers, Inc., 1988); Angela Labarca and

LEVEL 300

Level 300 courses are part of an integrated program. Advanced students must take four courses: 301, 302, 303 and 304 for a total of three units.

301 Grammar and Composition+

Agheana, Primorac

This course will stress the expansion of the student's active vocabulary and writing skills at the third-year level. Classroom activities will center around active use of the language taken directly from original texts. New vocabulary will be introduced through the reading of a variety of texts taken from the cultural, political and literary world.

Required text: Special material in course pack form to be purchased at Middlebury.

302 Contemporary Hispanic Literature+

Andreu, Béjar, González

This course is designed to introduce students to the reading of advanced texts. Students will not only improve their reading skills but will also become familiar with major topics of Hispanic literature as well as acquire a knowledge of the nature of literary expression.

Required texts: Alexander Coleman, ed. *Cinco maestros* (New York: Harcourt Brace Jovanovich, Inc.); Ramón Sender, *Requiem por un campesino español* (Barcelona: Destino); Rudolfo Usigli, *El gesticulador* (New Jersey: Prentice-Hall); Buero Vallejo, *El tragaluz* (Madrid: Castalia didáctica). Special course pack for poetry available at Middlebury.

303 Conversation+

Piera, Sefamí

This course complements 301 and 302 and is designed to help students develop their oral proficiency. Oral presentations, role-playing and peer teaching are all used to offer diverse opportunities for self-expression.

Required text: Special material in course pack form to be purchased at Middlebury.

304 Aural Comprehension through Video + Riedel

This course complements others in this sequence and is designed to help students improve their ability to understand everyday Spanish through the use of video material from Spain and Latin-America as well as becoming acquainted with Hispanic culture through visual representations.

Note: Advanced undergraduates who place above the 300 level will be allowed to take 501.

GRADUATE COURSES

CURRICULUM AND DEGREE REQUIREMENTS

A firm command of spoken and written Spanish is a requirement for the master's degree.

Graduate courses are numbered to indicate level of difficulty. First-year graduate students should normally choose their courses at the 500 and 600 levels. Advanced undergraduates and beginning graduate students not admitted to 502 are expected to choose courses at the 500 level only. Students admitted to 502 may not enroll simultaneously in higher-level language courses, but may take 600 level courses in other areas.

Courses at the 700 and 800 levels are designed for D.M.L. and advanced M.A. and M.M.L. candidates.

Requirements for the M.A. for students accepted to candidacy beginning with the 1982 session of the Spanish School are as follows:

1. Summer of admission: three courses, including 502 (formerly 501) *Advanced Spanish Language* and 560 *Literary Analysis*. Admission to or exemption from 502 is determined by a placement examination administered by mail. Students admitted to 502 will be placed in the most appropriate section at the time of registration. Students **not admitted** to 502 will be required to substitute 501. Students **exempted** from 502 will be required to substitute 601. Exemption from 560 may be granted if an equivalent course has been taken. 502 and 560 are prerequisites for courses in the language and literature sequences respectively. The third course may be selected from the offerings in the culture and civilization, literature or professional preparation areas.

2. Upon successful completion of the first three graduate courses, a student is eligible for admission to official candidacy for the M.A. In some cases, at the discretion of the Spanish School, a student may be required to take a special oral examination to determine if he or she is to be admitted to candidacy.

3. All candidates for the M.A. degree are required to take the following courses:

- a. One course in Spanish civilization and culture.
- b. Three language courses (501 or 502 may be counted as one of these).
- c. One course in Latin American literature or culture and civilization.
- d. 560 *Literary Theory and Analysis*.
- e. Three literature courses (560 may NOT be counted as one of these). For students not going to Madrid: 583 or 584 and 585 or 586 are required courses. For students going to Madrid: 561 *Literature Seminar* offered in Madrid is required.

4. The other three courses are electives. Candidates preparing for a teaching career are advised to take at least one course in the area of professional preparation.

Requirements for the M.A. for students accepted to candidacy prior to the summer of 1982 remain as follows:

1. Summer of admission: three courses, including 501 *Advanced Spanish Language* (unless exempted by placement exam) and 560 *Literary Analysis* (unless an equivalent course has been taken and meets transfer requirements).

2. Upon successful completion of the first three graduate courses, a student is eligible for admission to official candidacy for the M.A. In some cases, at the discretion of the Spanish School, a student may be required to take a special oral examination to determine if he or she is to be admitted to candidacy.

3. All candidates for the M.A. degree are required to take the following courses: three language courses (501 may be counted as one of these), one literary analysis course, three literature courses, one Spanish civilization and culture course, one Latin American literature or civilization and culture course. The other courses may be elected. Students are advised individually as to the most appropriate course of study to be followed according to their proficiency, experience and future professional expectations.

Students whose spoken Spanish needs to be improved may be assigned to work in the Language Laboratory.

GRADUATE COURSE DESCRIPTIONS

Key to three-week courses:

(I) designates session I (June 29-July 19)

(II) designates session II (July 20-August 11)

Note: One graduate unit is equal to three semester hours of credit. *Schedules, texts and staffing are subject to change.*

LANGUAGE

501 Advanced Writing

McMaster

This course makes use of translations, summaries, and reports in order to develop the writing skills of the students. Grammar points are reviewed as part of the discussion of the writing assignments. **Students must also take advanced reading.**

Required text: Special material in course pack form to be purchased at Middlebury.

501 Advanced Reading

Mejía

Students will deal with a variety of texts, representing diverse semantic fields, in order to acquire the ability to read and understand advanced texts in literature, criticism and intellectual discourse. **Students must also take advanced writing.**

Required text: Special material in course pack form to be purchased at Middlebury.

Note: This course replaces the former Level 400 advanced grammar course. It has been designed to accommodate graduate students who have placed below the level of the required 502 course. Students placed in this course must take two sections - Advanced Writing and Advanced Reading. Each section meets one hour a day. Upon successful completion of this course, students will have satisfied the 502 requirement and will receive one (1) unit of graduate credit. This course is also open to advanced undergraduates placing higher than the 300 level but these students should consult with their home institutions on whether or not they will accept transfer credit.

502 Advanced Spanish Language

Bartol, Moreno, Saldívar

The course is a detailed study of some of the more difficult points of grammar and usage: preterite and imperfect; the subjunctive; the infinitive and the gerund and their use in verbal periphrases; *ser* and *estar*; the conditional; personal pronouns and the particle *se*; prepositions. (1 Unit)

Required text: Julio Borrego, José J. Gómez Asencio, Emilio Prieto, *Temas de gramática española: Teoría y práctica* (Salamanca: Univ. de Salamanca, 1986).

Recommended text: *Esbozo de una nueva gramática de la lengua española* (Madrid: Espasa Calpe, 1973).

Note: This course is obligatory for all first-year graduate students, except those exempted on the basis of a placement examination. Those with low placement examination scores will be required to substitute 501 for this course.

518 Syntax of the Spanish Sentence

Bartol

This course begins with a consideration of the structure of the simple sentence and then moves on to the different types of dependent clauses, their syntax and their use. The course will pay particular attention to the effective use in standard Spanish of the structures studied. (1 Unit)

Required text: Special material in course pack form to be purchased at Middlebury.

601 Composition and Stylistics

Castillo

This course is designed to prepare the advanced student to handle a variety of advanced topics in written Spanish and to improve expressive abilities by appropriate use of form and content. The aim of this course is to teach mastery of the contemporary idiom. (1 Unit)

Required texts: Fernando Lázaro, *Curso de lengua española* (Madrid: Ediciones Anaya, S.A., 1978); Gastón Fernández de la Torriente, *Comunicación escrita* (Madrid: Editorial Playor, S.A., 1978).



Recommended text: *Diccionario de la lengua española* (Madrid: Ediciones Anaya, S.A.).

Note: This course is obligatory for all first-year graduate students exempted from 502.

608 Phonology and Phonetics Moreno

A review of the general principles of phonology with a detailed description of Spanish vocalic and consonantal allophones as well as a consideration of the principal aspects of accent and intonation. The course incorporates exercises in phonetic transcription of oral texts taken from different modalities of present-day Spanish. For greater convenience, students should consider bringing a modest tape player. (1 Unit)

Required texts: Antonio Quilis, *Curso de fonética y fonología españolas para estudiantes angloamericanos* (Madrid: Consejo Superior de Investigaciones Científicas); Robert P. Stockwell and J. Donald Bowen, *The Sounds of English and Spanish* (Chicago: The University of Chicago Press).

613 History of the Spanish Language Castillo

A survey of the development of the Spanish language from Latin to the present forms of Peninsular and Latin-American Spanish. (1 Unit)

Required text: Rafael Lapesa, *Historia de la lengua española*, 9a ed. (Madrid: Gredos, 1983).

617 Hispanic Dialectology: Spanish America

Zamora

This course will study the most important aspects of American Spanish. Beginning with a consideration of the influence of the Andalusian dialect and of native American languages on the development of the Spanish language in America, the course will then study the grammatical, lexical and phonetical differences that characterize the different linguistic zones and the current developments that help shape the unity and variety of American Spanish. (1 Unit)

Required texts: D. Lincoln Canfield, *Spanish Pronunciation in the Americas* (Chicago: University of Chicago Press, 1981); Juan M. Lope Blanch, *El español de América* (Madrid: Alcalá, S.A., 1968); José G. Moreno de Alba, *Unidad y variedad del español en América* (Mexico: UNAM, 1978); Juan C. Zamora and Jorge Guitart, *Dialectología hispanoamericana*, 2nd. ed. (Salamanca: Ediciones Colegio de España, 1988).

CULTURE AND CIVILIZATION

530 Spanish American Culture Sainz

This course will seek to highlight conflicting social and political systems in Latin America with special emphasis on the problems of development, foreign debt, basic industries, the role of international corporations, relations of dependence and alterations in daily life. (1 Unit)

Required texts: Elizabeth Burgos, *Me llamo Rigoberta Menchú y así me nació la conciencia* (México: Siglo XXI, 1985); Gabriel Careaga, *Mitos y fantasías de la clase media en México* (México: Océano, 1983); Eduardo Galeano, *Las venas abiertas de América Latina* (México: Siglo XXI, 1971); Carlos Martínez Moreno, *El color que el infierno me escondiera* (México: Nueva Imagen, 1984); Moema Viezzer, *Si me permiten hablar... Testimonio de Domitila* (México: Siglo XXI, 1984).

536 Spanish Painters of the 20th Century Ramón

This course is dedicated to a study of the contribution of Spanish painters to the different schools of painting in our century. The course will focus on Picasso and his influence as well as Salvador Dalí and Joan Miró. (1 Unit)

Required text: Karin Thomas, *Diccionario del arte actual* (Barcelona: Editorial Labor, 1982).

541 The Folkloric Elements in Spanish Music

Núñez

A study of Spanish popular songs and dances: *seguidilla*, *jota*, *bolero*, *sardana*, *flamenco* and their influence on Spain's greatest composers, Albéniz, de Falla, Granados, Rodrigo, Turina. No formal training in music is necessary. (1 Unit)

Required text: Gilbert Chase, *The Music of Spain* (New York: Dover).

545 Theater Workshop

Plata

The purpose of the workshop, as a linguistic and cultural experience, is to expose students to the nature of drama and to acquaint them with a selection from Spanish dramatic literature. The work for the course will be of a practical nature and will have two stages. The first stage introduces the students to the basics of acting through dramatic readings, exercises in speech and corporal expression. In the second stage, a play will be prepared and performed as a means of bringing together, in one project, all the work of the course. (1 Unit)

553 The Coming of the Spanish Civil War (II)

Pastor

The historic, social, cultural and political precedents that led to the Spanish Civil War. A discussion of the ideologies, leaders, and political movements of Spain's greatest crisis of the XX Century. (.5 Unit)

Required texts: J. Becarud and E. López Campillo, *Los intelectuales españoles durante la II República* (Madrid: Siglo XXI, 1978); P. Vilar, *La Guerra Civil española* (Barcelona: Crítica-Grijalbo).

554 The Reshaping of Modern Spain (II)

Pastor

The transition from authoritarianism to democracy in Spain from a historical perspective. The Franco dictatorship and the beginning of democracy are analyzed from a sociological point of view: ideologies, parties, political and cultural structures, the new constitution, regional autonomies, and the European Community. (.5 Unit)

Required texts: J.P. Fusi, *Franco* (Madrid: El País); R. Morodo, *La transición política* (Madrid: Tecnos, 1984).

646 Larra, or the Intellectual as Journalist (I)

Savater

A study of the articles by the pioneer of Spanish intellectual journalism. A consideration of his ideas on society, culture and politics. (.5 Unit)

Required text: Mariano José de Larra, *Artículos* (Madrid: Ediciones Cátedra).

LITERATURE

560 Literary Theory and Analysis

Alvarez, Andreu, Beltrán, González, Polo

This course examines the foundations of literary analysis and theory. It is divided into three segments, each of them devoted to the analytic strategies pertinent to one major genre: narrative, poetry or drama. In addition to this, the student is expected to read selections of fundamental writings on modern critical theory: structuralism, psychoanalytic criticism, and Marxist criticism.

Each student will produce several analyses of Hispanic texts and actively participate in class discussions.

(1 Unit)

Required texts: Alejo Carpentier, *Cuentos completos* (Barcelona: Buguera, S.A., 1983; Libro anugo, 646); Terry Eagleton, *Marxism and Literary Criticism* (Berkeley: Univ. of California Press, 1979); Benito Pérez Galdós, *Misericordia*, ed. Luciano García Lorenzo (Madrid: Ediciones Cátedra, S.A.); Lope de Vega, *Fuenteovejuna* (Madrid: Alba, 1984); C. Virgilio, T. Valdivieso and E. Friedman, *Aproximaciones al estudio de la literatura hispánica* (New York: Random House, 1983); Elizabeth Wright, *Psychoanalytic Criticism: Theory in Practice* (London: Methuen, 1984); also, special material in course pack form to be purchased at Middlebury.

Note: This course is obligatory for all first year graduate students. Exemption may be granted if an equivalent course has been taken.

583 Spanish Survey to the 17th Century

Casa

This course will study representative works of medieval and Golden Age Spanish literature. It will deal with the medieval and Renaissance views of man as well as with the social, religious and intellectual preoccupations of Spain during this period. Short papers and final examination. (1 Unit)

Required texts: Pedro Calderón de la Barca, *El médico de su honra* (Madrid: Ediciones Cátedra, S.A.); Miguel de Cervantes, *Novelas ejemplares* (Madrid: Ediciones Cátedra, S.A.); *Lazarillo de Tormes*, ed. de Francisco Rico (Barcelona: Editorial Planeta); *Poesía lírica del Siglo de Oro*, ed. de Elías L. Rivers (Madrid: Ediciones Cátedra; Letras hispánicas, 85); Fernando de Rojas, *La Celestina*, ed. de Dorothy S. Severin (Madrid: Alianza Editorial; El libro de bolsillo, 200).

584 Spanish Literature of the 19th and 20th Centuries

García Lorenzo

Representative texts in poetry, drama, and narrative from Romanticism to the contemporary period will be read and discussed with a view to identifying the succession of artistic styles and world views that characterize modern Spanish literature. (1 Unit)

Required texts: Miguel Delibes, *Cinco horas con Mario* (Barcelona: Destino); Benito Pérez Galdós, *Misericordia*, ed. Luciano García Lorenzo (Madrid: Ediciones Cátedra, S.A.); Ramón del Valle Inclán, *Sonata de Otoño* (Madrid: Espasa Calpe, S.A.); Federico García Lorca, *La casa de Bernarda Alba* (Madrid: Ediciones Cátedra, S.A.); Miguel de Unamuno, *San Manuel Bueno, mártir* (Madrid: Espasa Calpe, S.A.); Antonio Buero Vallejo, *En la ardiente oscuridad* (Madrid: Espasa Calpe, S.A.); José Zorrilla, *Don Juan Tenorio*, ed. Aniano Peña (Madrid: Ediciones Cátedra, S.A.).

585 Latin American Literature to the 19th Century

Alvarez

Representative works of the period that encompasses Colonial times, the Wars of Independence and the development of national consciousness. (1 Unit)

Required texts: Echevarría, *El matadero y otras prosas* (Buenos Aires: Plus ultra); Fernández de Lizardi, *El Periquillo Sarniento* (Barcelona: Sopena); Ricardo Palma, *Tradiciones peruanas* (Madrid: Austral, #52); Domingo Faustino Sarmiento, *Facundo* (México: Editorial Porrúa, S.A.; Colección "Sepan cuantos", 49); Garcilaso de la Vega, *el Inca, Comentarios reales* (Buenos Aires: Eudeba).

586 Latin-American Literature from Modernismo to the Contemporary Period

Sainz

Starting with *Modernismo*—a nationalist turning-point of Parnassian and Symbolist influence—the class will review the evolution of Latin American literature from the end of the 19th Century to the present. Particular emphasis will be placed on those authors and texts that reflect the main renovating moments of this literature. (1 Unit)

Required texts: Jorge Luis Borges, *Ficciones* (Madrid: Alianza Editorial); Rubén Darío, *Páginas escogidas* (Madrid: Ediciones Cátedra, S.A.); Carlos Fuentes, *La muerte de Artemio Cruz* (Mexico: Fondo de Cultura Económica); Eduardo Galeano, *Memoria del Fuego III. El siglo de viento* (México: Siglo XXI, 1982); José Olivio Jiménez, *Antología de la poesía hispano-americana contemporánea, 1914-1970* (Madrid: Alianza Editorial); José Eustaquio Rivera, *La vorágine* (Madrid: Alianza Editorial).

660 The Poetry of García Lorca: *Romancero gitano* and *Poeta en Nueva York*

Beltrán

A close and comparative reading of two major books by Lorca, *Romancero gitano* and *Poeta en Nueva York*. We will consider both texts in terms of generational development and the personal trajectory of the poet, and will investigate the thematic, rhetorical and stylistic devices that make each poem work individually and each collection as an aesthetic unit. (1 Unit)

Required texts: García Lorca, *Poeta en Nueva York* (Madrid: Alianza); García Lorca, *Romancero gitano* (Madrid: Alianza).

670 *La Celestina* as Erotic Novel (I)

Savater

An analysis of the conception of love and sexuality as transgression or curse in Spain's first great novel. (1 Unit)

Required text: Fernando de Rojas, *La Celestina* (Madrid: Ediciones Cátedra, S.A.).

681 Borges as Short Story Writer

Royo

Although he would have liked to have been an XIX writer, Borges is the forerunner of the Latin-American "nuevos novelistas" whom he probably never took the trouble to read. This contradiction is not the only one to be found in this most influential of modern writers. This class will examine his short stories from *Historia universal de la infamia*, his youthful book of the thirties to *El informe de Brodie*, written by the man in his seventies. Students will be required to write a term paper and a final examination. (1 Unit)

Required texts: Jorge Luis Borges, *Historia universal de la infamia* (Madrid: Alianza Editorial); Jorge Luis Borges, *Ficciones* (Madrid: Alianza Editorial); Jorge Luis Borges, *El Aleph* (Madrid: Alianza Editorial); Jorge Luis Borges, *El informe de Brodie* (Madrid: Alianza Editorial).

683 The Spanish and Latin-American Film

Polo

This course will examine representative Hispanic films focusing both on formal (image, sound, editing) and cultural aspects. The discussion will center on topics such as film and narrative, realism and surrealism, the woman's voice, film and popular culture, as well as the literary works on which they are based.

Required texts: David Bordwell and Kristin Thompson, *Film Art: An Introduction* (Reading, MA: Addison-Wesley); Manuel Puig, *El beso de la mujer araña* (Barcelona: Seix-Barral, S.A.; Colección Biblioteca de bolsillo).

686 Short Theatrical Pieces of the Golden Age

García Lorenzo

A study of the most representative authors and works of the minor dramatic genres of the Golden Age (*entremeses*, *loas*, *jácaras*, etc.). These pieces which



served often as interludes for the principal drama are important for their corrosive and comic vision of the highly structured society of the period. (1 Unit)

Required texts: Miguel de Cervantes, *Entremeses*, ed. Eugenio Asensio (Madrid: Castalia); *Teatro breve de los siglos XVI y XVII*, ed. Javier Huerta Calvo (Madrid: Taurus); *Antología del entremés barroco*, ed. Celsa Carmen García Valdés (Barcelona: Plaza y Danés); Pedro Calderón de la Barca, *Entremeses, jácara y mojigangas*, ed. Evangelina Rodríguez y Antonio Tordera (Madrid: Castalia).

[761 Modern Critical Theory and Its Application to Hispanic Texts]

Rojo

This course has been designed to provide the advanced student of Hispanic literature with the knowledge of modern critical theory that has become indispensable in the academic world of today. The first part of the course will be devoted to a survey of the principal trends covering the field as presented by the theoreticians themselves. The second part will concentrate on an in-depth study of two major approaches: deconstruction and feminism. Spanish and Spanish-American texts will be used to illustrate the discussions. There will be one midterm examination and one application paper. (1 Unit)

Required texts: Jonathan Culler, *On Deconstruction. Theory and Criticism after Structuralism* (Ithaca: Cornell University Press, 1982); David Lodge, ed. *Modern Criticism and Theory. A Reader* (London: Longman, 1988); Margaret Sayers Peden, ed. *A Woman of Genius. The Intellectual Autobiography of Sor Juana Inés de la Cruz*, 2nd ed. (Salisbury, CT: Lime Rock Press, 1987); Toril Moi, *Sexual/Textual Politics: Feminist Literary Theory* (London: Methuen, 1985); Grínor Rojo and Cynthia Steele, eds. *Ritos de iniciación. Tres novelas cortas de Hispanoamérica* (Boston: Houghton Mifflin, 1986); Gonzalo Sobejano and Gary D. Keller, eds. *Cuentos españoles concertados. De Clarín a Benet* (New York: Harcourt Brace Jovanovich, Inc., 1975).

PROFESSIONAL PREPARATION FOR TEACHERS

690 Macintosh Computers in the Extended Classroom (I)

Blake

This 3-week course will train the student to create courseware for teaching foreign languages. By the end of the course, students will have acquired the tools needed to author computer courseware. The course is open to novice users of Macintosh although a superficial familiarity with a simple program like MacWrite or MacPaint is highly desirable. More advanced students taking the course will work with the instructor in special sessions to help them progress at their normal pace. This course meets two hours a day.

Required text: Special material in course pack form available at Middlebury.

Recommended text: Danny Goodman, *The Complete Hypercard Handbook* (New York: Bantam Computer Books, 1987).

695 Fundamental Principles and Practical Techniques in the Teaching of Spanish

Saldivar

The aim of this course is to provide a firm foundation in basic pedagogical principles and techniques. Emphasis will be on how to create a stimulating atmosphere for lively communication in the Spanish classroom. Students will learn to use a variety of techniques and audiovisual materials. The content of the course will be applicable to all levels and facets of Spanish teaching. Students will be required to practice-teach and to present pertinent projects. (1 Unit)

Required text: Alice C. Omaggio, *Teaching Language in Context: Proficiency-Oriented Instruction* (Boston: Heinle & Heinle Publishers, Inc., 1986).

696 Trends and Issues in the Teaching of Spanish

Guntermann

This course, a seminar for students with teaching experience, is designed to provide updated information on theory as well as practice in foreign language teaching. Topics include an introduction to the "non-traditional" teaching methods, teaching, testing, and designing curriculum and materials for proficiency development, using authentic materials for teaching listening and reading for comprehension. In addition, each student will research a topic of individual professional interest and apply the information gained to the development of some classroom-ready material. (1 Unit)

Required text: Alice C. Omaggio, *Teaching Language in Context: Proficiency-Oriented Instruction* (Boston: Heinle & Heinle Publishers, Inc., 1986).

697 The Teaching of Literature (II)

Valdivieso

The course is divided into three parts: 1) formal analysis of literary texts for the classroom: lyric poetry, narrative, drama; 2) historical background of literary texts: survey courses, monographic courses; 3) interpretation of literary texts in the classroom: principles of interpretation, participation of students in the interpretive process. This course meets two hours a day. (1 Unit)

Required texts: Julio Cortázar, *Bestiario* (Madrid: Espasa Calpe, S.A.; Colección Austral, 1499); Federico García Lorca, *Romancero gitano* (Madrid: Espasa Calpe, S.A.; Colección Austral, 1499); Miguel de Unamuno, *Niebla*, ed. de Mario J. Valdés (Madrid: Ediciones Cátedra, 1982), *San Manuel Bueno, mártir*, ed. de Mario J. Valdés (Madrid: Ediciones Cátedra, 1978); Lope de Vega, *Fuenteovejuna* (Madrid: Editorial Castalia; Castalia didáctica, 14). Also, special materials in course pack form available at Middlebury.



THE SCHOOL IN SPAIN

Instituto Internacional
Miguel Angel, 8
28010 Madrid, SPAIN
Telephone: 419-81-88

A valuable complement of the Middlebury summer program is the School in Spain. The capital of Spain offers a wealth of intellectual and cultural possibilities and enjoys a central location, convenient for travel to various regions of the country. The school is located at the Instituto Internacional, a building of great historical and artistic interest, and its location in one of the nicest areas of the city is easily accessible to our students.

The school offers both junior and graduate programs during the academic year. Undergraduates may choose either a spring or fall semester or a complete year of study. Candidates for the M.A. degree can choose to attend the academic year in Spain after successfully completing three required courses at the summer session of the Spanish School on the Vermont campus.

Courses for the fall semester begin in early September and end with final examinations in mid-December. After the Christmas vacation, the spring semester opens in early January and continues until late May. The resident director is available to advise students at all times throughout the year, beginning with a series of orientation meetings on the Vermont campus during the summer when questions of registration, transportation, housing and excursions in Spain are discussed at length.

Students not on the Vermont campus receive all necessary information by mail during the summer months.

During the first week of each semester, all new undergraduates are expected to participate in an orientation program designed to introduce them quickly to life in the Spanish capital and the surrounding area. Excursions are arranged to various points of interest.

All courses are organized by Middlebury College for its own students. They are taught by a distinguished gathering of some of the most renowned scholars of Spain, including members of the *Real Academia*, university professors and other authorities in the fields of letters, history, the social sciences and the arts. The course offerings are organized with an emphasis on Spain in order to take advantage of the students' presence there.

Housing: Arrangements for accommodations in Madrid are made by the students with the aid of the secretary of the school who keeps an up-to-date list of names of families and apartments where Middlebury students have lived in previous years. Prices will vary according to the types of accommodation and the rate of exchange. The director and the secretary will do everything possible to help students settle in Madrid before the opening of classes.

Application: Follow the general procedure explained on page 7. When returning the application, mark the appropriate space to indicate an interest in the program in Madrid. The deadline for application to the junior program in Madrid is March 1 for the fall semester, full-year and spring semester. For Middlebury College sophomores the deadline is February 1.

ADMINISTRATIVE STAFF

Eduardo C. Béjar, Director of Studies. (See page 9.)

Elisa González Soldevilla, Secretary to the School in Madrid.

FACULTY

The following is a representative list of the faculty:

Vidal Alba de Diego teaches at the Complutense University, where he also received his Ph.D. with a *Premio Extraordinario* for his dissertation. He has been a fellow at the *Consejo Superior de Investigaciones Científicas* and for many years has taught at the *Universidad Internacional Menéndez Pelayo* in Santander. He has published *La publicidad: Sociedad, mito y lenguaje* and numerous articles on linguistics.

Carlos Bousoño received his doctorate with a thesis on the Nobel Prize winning poet Vicente Aleixandre. His critical works have won him the *Premio Fastenrath* and the *Premio Nacional de Literatura*; for his poetry, he has received two *Premios de la Crítica*. In 1979, Professor Bousoño was elected to the *Real Academia Española*. His

latest books are an anthology of his poetry and a work on criticism, *Epocas literarias y evolución*.

Eduardo Camacho was Director of Studies of the Middlebury College School in Spain from 1972 to 1989. Professor Camacho was born in Colombia where he received a *licenciatura* in philosophy and letters from the University of the Andes in Bogotá. He continued his studies in Spain and earned his doctorate in Romance languages at the Central University of Madrid. He has been professor at the University of the Andes and at the State University of New York at Albany. He has taught at the Middlebury Spanish School since 1967, serving as director from 1972 to 1982. He has published several books of literary criticism including *La elegía funeral en la poesía española* and *Naturaleza, historia y poética en Pablo Neruda*. His edition of *Martín Fierro* appeared in Spain in 1982 and his novel *Sobre la raya* was published in 1986 in Bogotá. Also published in 1986 was *José Asunción Silva: Antología - Prosa y verso*.

Rafael Castillo. (See page 10.)

Ricardo Doménech has held the position of director of the *Escuela Superior de Arte Dramático*, and is currently teaching there. He has published several books of criticism and short stories. Among Professor Doménech's latest titles are *La pirámide de Khéops* and *Tiempos*.

Jesus Fernández Alvarez of Asturias, Spain, studied philosophy and letters at the University of Madrid. He has taught for North American programs in Madrid since 1966 and was a professor at the Middlebury College Spanish School in Vermont for many summers. Professor Fernández is the author of *El subjuntivo*, and has also co-authored *Perifrasis verbales* and the three books of *Curso intensivo de español*. He is now working on a monographical study on the Spanish indicative.

María Luz Gutiérrez Araus received her doctorate from the University of Madrid where she is now an adjunct professor of language. She has published numerous articles in the field of linguistics; her latest book is *Estructuras sintácticas del español actual*.

Selma Margaretten received her doctorate from the Complutense University. She has published, in collaboration with José Rubia Barcia, *Américo Castro and the Meaning of Spanish Civilization*, and has translated works by Castro in collaboration with Professor Willard King.

Gustavo Mejía. (See page 11.)

Emilio Núñez. (See page 12.)

Alfredo Ramón. (See page 13.)

Kim Griffin Riedel. (See page 13.)

Regina Sagüés received a *licenciatura* in philosophy and letters from the University of Madrid. She has taught at the *Colegio Estudio* of Madrid since 1969, at the

summer session of the Spanish School of Middlebury College from 1971 to 1982, and at Middlebury College in Madrid since 1970.

Alberto Sánchez received *licenciaturas* in law, and in philosophy and letters from the University of Valencia. He teaches at the Middlebury program in Madrid and also serves as the director of *Anales cervantinos*, where many of his articles and reviews have been published. His edition of *Don Quijote* was published by the Editorial Noguer of Barcelona.

José Sánchez Jiménez holds a doctorate in history and a *licenciatura* in psychology from the Complutense University, Madrid. He is also completing a doctorate in social sciences from the Pontifical University of Salamanca. He teaches at both these universities and in the Diplomatic School of the Ministry of Foreign Affairs. Professor Sánchez Jiménez has written extensively on Spanish rural society and has completed a two volume *Historia contemporánea* for the Editorial Alhambra, Madrid. He has also edited, in collaboration with M. Tuñón de Lara and J.L. García Delgado, Volume XXXVII of Menéndez Pidal's *Historia de España* published by Espasa-Calpe.

Carlos Soria Tosantos has a *licenciatura* in Hispanic literature from the University of Madrid. He worked for the *Filmoteca Nacional* editing its magazine. He teaches at the *Colegio Estudio* in Madrid and at several North American university programs in that city.

PROGRAMS OF STUDY

THE JUNIOR PROGRAM

All courses are organized by Middlebury College for its own students. Qualified undergraduates with five completed semesters of college-level Spanish or equivalent proficiency in the language may enroll for the fall or spring semester or for the full academic year. Some graduate courses are open to juniors during their second semester in Madrid. In special cases and with permission from the director, an advanced junior may be allowed to take a graduate course which is normally not open to juniors.

It is sometimes required or strongly recommended that a student attend the summer session or a similar program before attending the junior program in Madrid.

Students in the undergraduate program earn the equivalent of eight Middlebury College course units for the academic year in Madrid (four units per semester).

A student's workload must be approved by the resident director. Because a student's home institution determines the number of credits awarded for work abroad, students are urged to discuss the question of transfer credits with their advisors. Middlebury College considers a semester or academic year abroad as equivalent to a semester or academic year in the U.S.

The following list is representative of some of the courses offered in recent years:

319 Spanish Language

Bordón

This course reviews grammatical structures and vocabulary and introduces the principles of composition to help students achieve a better command of oral and written Spanish.

333 History of the Zarzuela

Núñez

A study of this genre of Spanish musical theater from its origins in the XVII century to its last manifestations in the decade of the 40's in this century.

338 Workshop: Spain Today

Riedel

Newspapers, magazines, visits to relevant places, etc., will be effective in developing the following themes: dictatorship vs. democracy; Parliament and the Constitution; the King and the role of the monarchy; working in Spain.

343 Spanish Cinema

Soria

The objective of this course is the understanding of Spanish society through its cinema. Students view one film a week and study it in the context of Spanish history.

345 History of Contemporary Latin America

Mejía

After a quick review of geographical factors (e.g., regions and climate), students will consider the principal problems of Latin American history. A global view of the period between Independence and the first half of the twentieth century will be presented, giving special attention to cultural aspects. The second half of the course will study present day Latin America, with particular attention paid to the Central American crisis.

401 Composition and Stylistics

Sagüés

This course is designed to help students overcome problems with the Spanish language which are common to English speakers.

461 Latin American Literature

Mejía

The object of study is the development of Latin American narrative after the Mexican Revolution, and its relation to peculiar natural phenomena and regional life.

THE GRADUATE PROGRAM

During the required preliminary summer in Vermont, graduate students normally take three courses: *Advanced Spanish Language*, *Literary Analysis* and one elective course. In Madrid, the students follow a program consisting of four courses one semester, including the required *Literature Seminar*, and five courses the other. The choice depends on academic performance at Middlebury and upon previous studies, needs and interests.



Students will not be allowed to register for the School in Spain if their conduct or academic performance during the summer is judged unsatisfactory.

The following list is representative of the courses offered in recent years:

FIRST SEMESTER LANGUAGE

600 Translation: English-Spanish

Castillo

Attention will be devoted to exercises in translation, substitution, textual study of literary prose, and composition in order to train students to improve their written work.

(1 Unit)

603 Spanish Syntax: the Complex Sentence

Gutiérrez

The subject of this course is the subordinate clause, i.e., the subjunctive and its syntactical and semantical implications in the spoken and written language.

(1 Unit)

LITERATURE

561 Literature Seminar

Camacho

M.A. candidates are required by the Spanish School to have an understanding of the chronological development of Spanish letters. Weekly lectures are designed to help students organize their literary studies.

All students must take the seminar either during their first or second semester in Madrid. Selection for fall or spring term will be made according to individual schedules.

Students enrolled in the fall semester *Literature Seminar* must select three other courses in the fall and

five in the spring; those taking the seminar in the spring will elect five courses in the fall and three additional courses in the spring. (1 Unit)

759 Literary Periods and Evolution Bousoño

Students will examine what constitutes a literary epoch and how and why it evolves toward a new epoch and a new generation. Concrete examples will be taken from the poetry of Juan Ramón Jiménez to demonstrate two distinct literary periods and their influence on contemporary authors. (1 Unit)

767 Cervantes: Don Quijote Sánchez

Cervantes' thought and style will be analyzed through the careful study of his masterpiece which is considered by many scholars to be the origin of the modern novel. (1 Unit)

769 Spanish Theater of the 20th Century: Valle-Inclán, García Lorca, Buero Vallejo Doménech

Three Spanish playwrights (Valle-Inclán, Federico García Lorca and Antonio Buero Vallejo) will be studied from the stylistic and sociological perspective. (1 Unit)

CULTURE AND CIVILIZATION

633 Spanish Architecture Ramón

The objective of this course is to teach students to recognize the characteristics and evolution of Spanish architecture through a study of its most important examples, in order that they may have a fuller appreciation of Spanish culture and civilization. (1 Unit)

637 Twentieth Century Spain Sánchez Jiménez

This course will deal with the following themes: the beginning of the twentieth century in Spain, formation of the capitalistic society in Spain, the dictatorship of Miguel Primo de Rivera and the collapse of the monarchy, the Civil War from 1936-1939, Franco's rule, the decline of Franco's Spain and the birth of the democratic opposition. (1 Unit)

643 History of Latin American Culture Mejía

A historical study of Latin American culture and civilization will be based on the following themes: ideology of the independence movement, "civilización y barbarie," "Nuestra América," regional problems, and cultural identity and the Cuban revolution. (1 Unit)

SECOND SEMESTER LANGUAGE

605 Colloquial Spanish Alba

Characteristics of colloquial Spanish will be studied in a systematic manner through numerous examples. The aim is to enable students to use such language with spontaneity. (1 Unit)

620 History of the Spanish Language Castillo

This course will trace the history of the Spanish language from its pre-Latin origins to the present by examining the influences of the Greek, Celtic, Germanic and Arab invasions. Students will also examine the Spanish language in the Hispanic world and the differences among Spanish dialects in Europe and America. (1 Unit)

LITERATURE

561 Literature Seminar Camacho (see first semester)

566 The Generation of 1898 A. Sánchez

In this course we will study the writers of the generation of 1898, with particular attention given to Valle Inclán, Unamuno and Maeztu. (1 Unit)

760 Poetry of the Generation of 1927 Bousoño

This course covers the principal poets of the Generation of '27 (Federico García Lorca, Vicente Aleixandre and Luis Cernuda), their respective worlds and systems of expression. After exposure to a structural analysis of contemporary poetry, the student will examine the texts of the poets. (1 Unit)

777 Modern Latin American Novel Mejía

This course presents a view of Latin American literature in the past twenty years, including the relationship between specific historical events and their effects on the literature of this period. (1 Unit)

CULTURE AND CIVILIZATION

532 History of Spanish Music Núñez

This course will review the most important moments in Spanish music from the Roman, Visigothic and Mozarabic periods to the present. (1 Unit)

534 Velázquez, Goya and Picasso Ramón

This course studies the life and works of three Spanish artists as seen through their historical circumstances. (1 Unit)

639 Spanish Cinema Sanz de Soto

The course will cover the Surrealist mode in Spanish cinema with particular attention given to Buñuel, Saura, and Erice. Their films will be studied using Middlebury's video facilities. (1 Unit)

General Remarks: Middlebury College students with special curricular needs may be able to enroll in selected courses offered by other U.S. universities with programs at the Instituto Internacional. Permission from the director of the Middlebury program is required.

MIDDLEBURY COLLEGE
THE SPANISH SCHOOL
MIDDLEBURY, VT 05753

170-1-89

ITALIANO

MIDDLEBURY COLLEGE
1989-90

THE ITALIAN SCHOOL

Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5543

SUMMER 1989

June 23 - August 11
(Seven-Week Session)

Total: \$3095

(Tuition \$2010; Board \$770; Room \$315)

June 26 - August 11
(Six-Week Session)

Total: \$3020

(Tuition \$2010; Board \$715; Room \$295)

July 1 - July 22
(Three-Week Workshop)

Total: \$1805

(Tuition \$1340; Board \$330; Room \$135)

ACADEMIC YEAR 1989-90

The School in Italy

Graduate and Junior Year Programs

Tuition: Full year - \$6200; Semester - \$3150

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SUMMER SESSION 1989

The *Scuola Italiana* will open its 58th session with a renewed commitment to high quality education and the determination to live up to its reputation as the leading Italian Summer School on the North American continent. The program will be comprised of a series of intensive courses covering the language, the literature and the culture of Italy in its various aspects and manifestations. Once again the *Scuola Italiana* has secured distinguished faculty drawn from major European, Canadian and U.S. institutions.

At the core of the "Middlebury experience" is the respect of the formal pledge to use exclusively the Italian language for the duration of the session. The observance of this rule constitutes the foundation of the learning process, and as such it is strictly enforced at all times. The experience of many years has shown that the students themselves believe firmly in this concept, and they actively help each other to live up to their commitment of communicating only in Italian.

The success of the summer school owes a great deal to a collegial and cordial atmosphere. Faculty and students live under the same roof, and take part in all the cultural and social activities sponsored by the *Scuola*, thus creating a situation conducive to informal interaction unlikely to be duplicated in other settings.

The program demands much both of students and faculty. At the end of the session however, the rewards amply compensate the effort.

In 1989, the first three levels of instruction will remain substantially unchanged from the previous year, as will be the case for the three core courses at the graduate level: IT 502, 556, 601. Advanced courses on culture and linguistics will include a course on the history of Venice and her art treasures; and a course on the history of the Italian language. Continuing with a two-year cycle that began in the summer of 1987, advanced literature courses will focus on the period from the *Trecento* to the High Renaissance: A seminar on the works by Boccaccio; and a seminar on Petrarch and Petrarchism. The contemporary period will receive special attention in a week-long lecture series by Professor Luigi Ballerini of New York University, who will focus on two topics: Contemporary Italy, and the poetry of Eugenio Montale.

For the second consecutive year, the *Scuola Italiana* of Middlebury College and the *Scuola di Lingua e Cultura Italiana per Stranieri* are organizing a *Corso di Aggiornamento e Perfezionamento* (July 1 - July 22) for U.S. secondary school teachers of Italian. This specially-designed course grants graduate credit to its participants. The students in the three-week program on the Middlebury campus will be encouraged to take advantage of a generous grant from the *Ministero della Pubblica Istruzione* to take part in an additional three-week program for graduate credit at the *Scuola di Lingua e Cultura Italiana per Stranieri* in Siena. The grant will completely cover each student's expenses of tuition, room and board.

With such an ample variety of academic offerings and the numerous cultural and social activities that are scheduled, I am confident that the 1989 summer school will be a memorable experience of learning for both students and instructors. I trust that we will all do our best to make this a most successful and fruitful period of study in the Green Mountains of Vermont.

Cordialmente,

Il Direttore
Edoardo A. Lebano

ITALIAN AT MIDDLEBURY

The Middlebury College Language Schools were pioneers in the development of specialized study of modern languages in this country. During the summer, graduate and undergraduate courses in Italian are offered on the Vermont campus; during the academic year, graduate and junior year programs are offered at the Middlebury School in Florence.

Middlebury's Italian School was founded in 1932 and

the School in Italy in 1960. The German School was founded in 1915, followed by the French School in 1916, Spanish in 1917, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. The schools in Europe opened in 1949 with the first session of the Middlebury College School in France in cooperation with the University of Paris, followed by similar programs in Madrid (1951), Mainz (1959) and Moscow (1977).

The Pledge: More than seventy years of experience have proven the effectiveness of the Middlebury insistence on using the foreign language both in and out of the classroom. All students are thus required to sign a formal statement agreeing to use Italian as the only medium of communication during the entire session. A modified pledge is required even of students on the beginning level. A summer at the Language Schools is therefore an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

SUMMER IN VERMONT

Middlebury College, located on a hill overlooking a typical Vermont village, is especially suited to the Language Schools and their approach to a unified learning experience. Students and faculty live on campus and share housing and dining facilities designated for the exclusive use of the Italian School, where Italian is the only language spoken. The summer climate is usually delightful, with warm days and cool nights.

Normally classes do not meet in the late afternoons, evenings or during the weekends when social and cultural events are often scheduled. Films, lectures, videos, plays, dances and other social gatherings will provide an enriching diversion from the academically rigorous program. All of these activities center on the use of Italian and often involve active participation of the students in planning and organizing.

Academic support facilities include Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with over 10,000 recordings; music practice rooms and lockers; and the Freeman Language Laboratory with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills.

Middlebury College's athletic facilities include an 18-hole golf course, the field house, an indoor pool, sixteen outdoor and eight indoor tennis courts, racquet ball and squash courts, and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

PROGRAMS OF STUDY

All programs of study at the Language Schools place great emphasis on the development of language skills and the understanding of other cultures. Classes from beginning courses through the doctoral level are taught in Italian, and all summer programs are *intensive*.

A normal load for graduate students is three courses per summer, to be selected in consultation with the director and the dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the results of placement tests taken prior to registration. Some students may be required to take one or more courses at a lower level for undergraduate credit before beginning a full load of graduate work.

SPECIAL PROGRAM

Corso di Aggiornamento e Perfezionamento: This innovative project, to be repeated in the coming summers, is designed to meet the needs and demands of secondary school teachers of Italian. It is divided into two phases: Phase I, in Middlebury, consists of a three-week program from July 1 to July 22. The students will enroll in three academic courses and one guided individual project. The courses will meet daily for one hour and will cover the areas of linguistics, advanced language instruction and civilization. The three courses and the individual project will earn a total of two units of graduate credit. While admission to the M.A. degree program remains separate, the students may elect to transfer credits from these courses toward the M.A. degree at Middlebury. Phase II will take place in Siena at the *Scuola di Lingua e Cultura Italiana per Stranieri*. A grant from the *Ministero della Pubblica Istruzione* will cover the cost of tuition, room and board for each participant. The program will consist of three courses (July 29 to August 20) for a total of four hours daily, earning two units of graduate credit. The students may elect to transfer credit for these courses toward the M.A. degree in Italian. Students have the option to enroll in Phase I only of the *Corso*.

Inquiries should be addressed to the Italian School, Sunderland Language Center, Middlebury College.

GRADUATE DEGREES

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education.

Students must successfully complete a preliminary summer of study (summer of application) on the Vermont campus before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a

Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees. The M.A. degree in Italian is comprised of twelve courses to be taken over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an academic year in Florence. The curriculum is designed as a broadly-based program of study in itself, rather than as the first stage of a doctoral program.

Students must fulfill the following minimum distribution requirements: One language course (unit) at the 500 level; one language or linguistics course (unit) at the 600 level; two units in civilization; three in literature courses and, for those students who plan to teach, one unit in methodology or professional preparation. An M.A. candidate who wishes to finish degree requirements in Florence must also present an independent research project worth two units of credit.

Students who wish to fulfill M.A. degree requirements in Florence must successfully complete three graduate courses, including a 600-level (or above) literature course, on the Vermont campus prior to enrolling in the School in Italy. Admission to the School in Italy is based on performance in the summer courses and on faculty recommendation.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A masters degree in Italian is a prerequisite for admission to the program. Degree requirements include: A qualifying paper; eight upper-level graduate courses in Italian; two graduate courses in a second language (French, German, Russian, or Spanish); comprehensive examinations in both languages; one year's residency in Italy; proof of successful teaching experience; a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Italian and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which must be begun and completed within the six weeks of the graduate session.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

CREDITS

Credit is defined in terms of *units*. One unit equals three semester hours. The seven-week session (levels 100-399) normally carries a total of three units (nine semester hours) of credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury. *(All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.)*

Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving.

TRANSFER CREDITS

After formal admission to a graduate degree program, candidates may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken after successful completion of the initial summer and formal admission to degree candidacy may be transferred (i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree).

In past years two-week graduate seminars have been offered in some of the Language Schools. Please note that only a total of two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. These units may not be applied toward the M.M.L. or the D.M.L. degrees.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury graduate degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree

candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

FINANCIAL AID

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions and in the graduate programs in the schools abroad.

Financial aid is awarded on the basis of need as determined by the Financial Aid Office, and academic ability as rated by the dean. We use the Language Schools Financial Aid Application and 1988 federal tax returns to arrive at a determination of students' need for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The application deadline for financial aid is March 15. Awards will be made on a rolling basis to those students whose applications are complete and who have been accepted for admission. Late applicants will be considered for financial aid on a first-come-first-served basis as funds continue to be available.

For the summer, financial aid is generally awarded in the form of employment and grant aid. Employment assistance is work in the cafeteria-style dining halls, where students help in serving food and clearing tables. Students who are in a Middlebury degree program may also apply for a Stafford Loan (formerly GSL) through their home lending institution to fill any remaining need.

For the academic year abroad assistance directly from Middlebury is available only for students enrolled in a Middlebury graduate degree program or Middlebury undergraduates. Other students should consult the financial aid offices at their home institutions. Students with need are usually offered a combination of College grants and Perkins Loans, with any remaining need met by a Stafford Loan (formerly GSL) through the student's home bank.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College. Tel. 802/388-3711, ext. 5158.

SCHOLARSHIPS

The following scholarships have been established in honor of students, friends or faculty of the Italian School: The Cesare Barbieri Endowment Fund, Salvatore J. Castiglione Scholarship Fund, Joan R. Costa Scholarship, The Joan F. Giambalvo Scholarship Fund, Il Giornalino Scholarship, The Dr. Nicholas Locascio Scholarship Fund, Anna and Luke J. Nolfi Scholarship, The Kenneth Sozzi Memorial Scholarship Fund, the AMISA (Italian School Alumni Association) Scholarship and the Rotary Club Milano Nord. Each summer the Merlino-Mezzotero Award and the Camillo P. Merlino Award are given to graduate students in Italian for academic achievement.

Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

FEES

A non-refundable fee of \$30 must accompany each new student's application. Upon acceptance, all students are required to pay a \$150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollment. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

AUDITING

Non-enrolled students may occasionally be allowed to audit upper-level courses with the director's permission. Auditing is not permitted in levels 100-399, nor are students in those courses permitted to audit courses. Auditing costs per week are \$750 (tuition \$425; room and board \$325).

APPLICATION AND ADMISSION

Students may apply for admission for a single summer at any level, for the junior year program, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Florence. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on examinations administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

Applications are processed until the start of the program in June, but as the school may be fully subscribed by mid-April, early application is desirable. For more information or an application, contact the Italian School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5543

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.



AMISA

Membership in the Association of Middlebury Italian School Alumni (AMISA) is open to students, alumni, faculty members and friends of the school. The aims of the association are "to keep its members in touch with the school," and "to maintain the spirit of cordiality which the members associate with the Italian School." The association annually supports a deserving graduate student through the AMISA Scholarship. The association has also made gifts of books to Middlebury College in appreciation and support of the Middlebury program of Italian studies.

In addition to its annual winter meeting, the association holds a summer reunion on the Middlebury campus, and encourages the scheduling of regional meetings by interested members. AMISA will hold its 39th annual summer meeting at Middlebury on the weekend of July 7, 1989.

THE ITALIAN SCHOOL

Director: EDOARDO A. LEBANO. Professor of Italian and Director, Center for Italian Studies, Indiana University. Ph.D., The Catholic University of America.

Dean: FABIO GIRELLI-CARASI. Assistant Professor of Italian, Middlebury College. Ph.D., University of Wisconsin, Madison.

FACULTY

LUIGI BALLERINI. Professor of Italian and Director, Program in Italian Studies, New York University. Dottore in Lettere, Università di Bologna.

WALTER CENTUORI. Associate Professor of Italian, University of Nebraska, Lincoln. Dottore in Lettere, Università di Napoli.

GABRIELLA COLUSSI. Associate Lecturer, York University. M.A., University of Toronto.

LORENZO COVERI. Professore Associato di Dialettologia, Università di Genova. Dottore in Lettere, Università di Genova.

ROSA BELLINO GIORDANO. Teacher of Italian, Lyons Township High School, La Grange, Illinois. M.A., Rosary College.

PAOLO GIORDANO. Associate Professor of Italian and Director of International Studies, Rosary College. Ph.D., Indiana University.

EDOARDO A. LEBANO. (see above).

ALBERT N. MANCINI. Professor of Italian and Romance Languages, Ohio State University. President, American Association of Teachers of Italian. Ph.D., University of California, Berkeley.

ENRICO POZZI. Professore Associato di Sociologia, Università di Roma. Dottore in Lettere, Università di Roma.

GRAZIA VIVA POZZI. Ricercatrice, Consiglio Nazionale delle Ricerche, Roma. Dottore in Lettere, Università di Roma.

MEME AMOSSO SACCONI. Coordinator of Italian Undergraduate Program, Johns Hopkins University. Dottore in Lettere Moderne, Università di Torino.

CARLO SALA. Maître-Assistant, Université de Paris X-Nanterre. Diplôme de l'Ecole Pratique des Hautes Etudes. Doctorat de 3e Cycle.

FRANCO TRIOLO. Associate Professor of Italian, College of William and Mary. Ph.D., University of Illinois.

ELISABETTA VALLANIA. Instructor of Italian, Middlebury College School in Florence. Dottore in Lettere, Università di Bologna. Ph.D., Indiana University.

JULIANN VITULLO. Associate Instructor of Italian, Indiana University. M.A., Doctoral Candidate, Indiana University.

ADMINISTRATIVE STAFF

CHRISTINE BELLI. Assistant to the Director. M.A., Montclair State College. M.A., Middlebury College.

ROSEMARIE COZZA. Bilingual Secretary. M.A., Queens College. Doctoral Student, New York University.

SANDRA WERNER. Secretary of the Italian School.

INTENSIVE LANGUAGE COURSES

Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. Schedules, texts and staffing are subject to change.

+ designates courses in the seven-week session.

LEVEL 100

The first-year program consists of three components: grammar and drills, introduction to culture and civilization, and an overview of current events and ideas.

151-152-153 Elementary Italian+

R. Giordano, Vallania

Designed to provide a solid foundation in both spoken and written Italian, this intensive introduction permits comprehensive coverage of basic structures and vocabulary. Exclusive use of the language in dialogues and drills encourages development of linguistic awareness in a meaningful and dynamic context, while class discussions and reports broaden the student's view of Italian life and culture. Attendance at the language laboratory is an integral part of the course. (3 Units)

Required Texts: E.A. Lebano & P.R. Baldini, *Buon giorno a tutti!* First Year Italian. 2nd Edition. New York: John Wiley (1989); Ugo Skubikowski, *Workbook to Accompany Buon giorno a tutti!*. 2nd Edition. New York: John Wiley (1989).

Recommended Texts: P. Castiglione, *Italian Phonetics, Diction and Intonation*. New York: S.F. Vanni (1982); S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti*. Milano: Garzanti (1984).

LEVEL 200

Students at the second level are placed in 251-252-253 or 261-262-263 on the basis of their performance on the placement examination administered before course registration.

251-252-253 Intermediate Italian+

Colussi, P. Giordano

A review and consolidation of the structures of contemporary Italian, this course also provides systematic enrichment in vocabulary and idiomatic expressions. Conversation, compositions, and oral reports will help to

increase fluency and naturalness while preparing the student for a more sophisticated and integrated use of the language in a variety of spoken and written situations. Instruction in phonetics and a language laboratory program are featured components. (3 Units)

Required Text: G. Lazzarino, *Da Capo*. An Italian Review Grammar. Second Edition. Holt, Rinehart and Winston (1987). Additional reading material will be provided by the instructor.

Recommended Texts: P. Castiglione, *Italian Phonetics, Diction and Intonation*. New York: S.F. Vanni (1982); S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti*. Milano: Garzanti (1984).

261-262-263 Advanced Intermediate Italian+

Triolo, Vitullo

For students at the intermediate level with a higher performance on the placement exam, this course will afford the opportunity to expand oral and written skills while consolidating their knowledge of grammar. We will explore a variety of aspects of contemporary Italy through edited and unedited texts drawn from a variety of media: newspapers, magazines and literary works. Additional assignments will focus on films, TV programs and popular music. Class work will be evenly divided



between the grammatical and cultural components (two hours daily for each component). (3 Units)

Required Texts: Angela M. Jeannet, *Parliamo dell'Italia*. Boston: University Press of America (1984); A. Napolitano, M. Devine, *Manuale di grammatica italiana*. Saratoga, Ca.: Anma libri (1979); R. Pickering-Iazzi and L. Baldassaro, *In terza pagina*. New York: Holt, Rinehart and Winston (1989).

Recommended Texts: S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti*. Milano: Garzanti (1984); P. Castiglione, *Italian Phonetics, Diction and Intonation*. New York: S.F. Vanni (1982).

LEVEL 300

Students at the 300 level normally take 301, 302, and 354. Especially well-prepared students may, by permission of the director, substitute 356 or 363 for 354.

301 Italian Grammar: A Cognitive Approach+

Centuori, G. Pozzi

The purpose of this course is to improve self-expression by solidifying command of salient grammatical structures. Building on knowledge already acquired, the student will be introduced to those complex and potentially troublesome parts of speech from an intellectual as well as a functional perspective. Emphasis will be placed on written and oral expression. (1 Unit)

Required Text: G. Pittano, *Lingua, espressione, comunicazione*. Milano: Mondadori.

Recommended Texts: M. Hazon, *Grande Dizionario Hazon Garzanti, Inglese-Italiano, Italiano-Inglese*. Milano: Garzanti; Sandron, *Dizionario fondamentale della lingua italiana*. Novara: Istituto Geografico De Agostini (1982).

302 Italian Conversation: Patterns of Communication+

Centuori, E. Pozzi

A systematic introduction to a variety of conversational patterns centered around topics of general interest, such as work and the family, private and public life, political and moral problems, education, religion, hobbies, the media. The instructor will lead students in exploring meaningful communicative situations and the many possibilities of acceptable and creative linguistic expressions. There will be ample use of audio-visual materials. (1 Unit)

Materials for this course will be provided by the Instructor.

354 Modern Italian Writers: An Introduction to the Study of Italian Literature+

P. Giordano

The aim of this course is to read, analyze, and discuss texts of Italian prose from a grammatical, syntactical, and stylistic perspective. Within this context, literature

will be used primarily as a vehicle for the reinforcement and enrichment of linguistic performance. Classes will include lectures, group-analysis of sample written work presented in class by students, and discussion of texts.
(1 Unit)

Required Texts: I. Calvino, *Il visconte dimezzato*. Torino: Einaudi; I. Silone, *Fontamara*. Milano: Mondadori; E. Vittorini, *Conversazione in Sicilia*. Torino: Einaudi; L. Sciascia, *Il giorno della civetta*. Torino: Einaudi.

Recommended Texts: M. Hazon, *Grande Dizionario Hazon Garzanti, Inglese-Italiano, Italiano-Inglese*. Milano: Garzanti; Sandron, *Dizionario fondamentale della lingua italiana*. Novara: Istituto Geografico De Agostini (1982).

356 Italy Today: Patterns of Transition and Innovation+ E. Pozzi

For course description and texts, see 556 in the graduate section.
(1 Unit)

363 Venice: Art, History and Society+ Sala

For course description and texts, see 563 in the graduate section.
(1 Unit)

GRADUATE COURSES

502 Advanced Italian: Studies in Language Saccone

Designed to develop oral and written proficiency at the advanced level. This course meets daily for two hours; one hour dedicated to the study of patterns and structures and one hour to oral expression. Students will be required to submit essays, give oral presentations of increasing length and complexity, and participate in class discussions.

Note: This course is obligatory for all first year students except those exempted on the basis of the placement examination. Students scoring low on the placement test may be required to take 301 for undergraduate credit before attempting 502.
(1 Unit)

Required Texts: G. Pittano, *La comunicazione linguistica*. Milano: Edizioni Scolastiche Bruno Mondadori (1985); G. Berto, *Il cielo è rosso*. Milano: Longanesi.

Recommended Text: Sandron, *Dizionario fondamentale della lingua italiana*. Novara: Istituto Geografico De Agostini (1982).

556 Italy Today: Patterns of Transition and Innovation E. Pozzi

A multi-media presentation of various aspects of present-day Italian life and culture with emphasis on current and latent trends both in the individual and the social spheres. Students will also examine some widespread stereotypes to understand the complex reality

behind the appearances. A vast array of different materials will provide a multi-faceted exposure to contemporary Italy and to the Italian language.
(1 Unit)

Required Text: P.P. Pasolini, *Lettere luterane*. Milano: Garzanti.

563 Venice: Art, History and Society Sala

This course will study the unique historical case of Venice using different approaches and analytical methods. The beginnings of the city and its original development from Byzantium to the present will be discussed based on the direct testimony of Doges, humanists, navigators and artists.

The next phase will be devoted to Venetian architecture and urban planning, and the relationship between the city, the sea and the surrounding lagoons from medieval projects to recent environmental proposals.

Subsequently, the course will address the evolution of Venetian art from St. Mark's mosaics to 18th century masterpieces. Special attention will be given to Carpaccio, Titian, Giorgione and the Venetian mannerists. Some lectures will focus specifically on art-collecting, Tintoretto and the School of St. Rocco, Giambattista Tiepolo, and the use of art in the theatre.

The final portion of the course will deal with the social and aesthetic aspects of the Carnival of Venice.
(1 Unit)

Given the special nature of this course, no textbooks are available. The instructor will provide materials and the library will have reference works on reserve.

601 Stylistics: Techniques of Composition and Interpretation G. Pozzi

This course is designed to meet the needs of students who already have a high degree of proficiency in Italian. A number of selections from modern authors will be read and analyzed for their effectiveness and manner of expression. Discussions will also focus on the language of advertising, sports, politics, as well as on the relationship between written and spoken Italian. Oral and written assignments will include summaries, paraphrases, comments, interpretations, and creative variations of the form of discourse. Final written examination.
(1 Unit)

Required Texts: G. Pozzi, R. Ascari, *L'analisi del testo - il testo dell'analisi* (manuscript); T. De Mauro, *Guida all'uso delle parole*, Editori Riuniti (1980).

Recommended Text: Sandron, *Dizionario della lingua italiana*. Roma: Curcio (1987).

610 Introduction to Medieval and Renaissance Italian Literature Mancini, Triolo

A historical overview and evaluation of Italian literature from the mid-Trecento through the High Renaissance period. Selected readings from major works of representative authors will illustrate dominant intellec-

tual trends and important developments of the literary forms. Lectures and discussions will explore topics such as the interrelationship of literature, the plastic arts and music. (1 Unit)

Required Texts: M. Pazzaglia, *Letteratura italiana. Testi e critica con lineamenti di storia letteraria*. Vol. 1. Bologna: Zanichelli (1985); N. Machiavelli, *Il Principe*. ed. E. Janni. Milano: Rizzoli (1983); B. Castiglione, *Il libro del cortegiano*. ed. E. Bonora. Milano: Mursia (1976).

Recommended Text: R. Montano, *Cultura e letteratura*. Napoli: Conte/G. B. Vico (1987).

626 History of the Italian Language Coveri

A comprehensive survey of the evolution of the Italian language from the first written records of the tenth century A.D. to the present time. Special attention will also be given to the role of dialects. The main focus of the course will be on the reading and the analysis of texts of different periods and nature for the purpose of providing the students with the necessary tools to interpret the past as well as the present. The course will also make use of appropriate audio-visual material. (1 Unit)

Required Texts: R. Simone (a cura di), *Una lingua per tutti: l'italiano*. Lingua e Storia. Roma: Nuova Eri; F. Bruni, *L'italiano: elementi di storia della lingua e della cultura*. Torino: UTET Libreria.

Recommended Texts: B. Migliorini - I. Baldelli, *Breve storia della lingua italiana*. Firenze: Sansoni; T. De Mauro, *Storia linguistica dell'Italia unita*. Roma-Bari: Laterza.

766 Seminar on Italian Literature: Boccaccio Lebano

After a brief introduction aimed at illustrating Boccaccio as a man and as a poet against the background of 14th century Italian literature and civilization, the formation of Boccaccio's poetics will be analyzed through the reading of selected pages of some of his minor works. Major critical interpretations of the *Decameron* will also be discussed. Readings and class discussion of the most representative *novelle* will then follow. The *novelle* will be examined in terms of their aesthetic values and narrative techniques, as well as for their thematic innovations. Particular topics of interest to the class will be Boccaccio's view of the courtly love tradition and his own naturalistic assessment of human love; Boccaccio's central place in the emergence of modern narrative; and his influence upon world literature. (1 Unit)

Required Text: G. Boccaccio, *Il Decameron*. 2 vols. Bari: Laterza (1982).

Recommended Text: V. Branca, *Boccaccio medievale*. Firenze: Sansoni (1970).

777 Lyric Poetry of the Renaissance: Petrarch and Petrarchism Mancini

The main focus of the course will be on the contributions of Petrarch to the establishment of the Italian lyric tradition. Intensive examination of selected poems from the *Canzoniere* as illustration of themes and practices current in sixteenth-century Petrarchism. The readings will include also selections from representative poets such as Bembo, Della Casa, Vittoria Colonna and Michelangelo. Lectures and discussions will be supplemented by collateral critical readings and class reports. (1 Unit)

Required Texts: Petrarca, *Il Canzoniere*. ed. P. Cidini. Milano: Garzanti (1974); *Poesia italiana del Cinquecento*. ed. G. Ferroni. Milano: Garzanti (1978).

Recommended Text: R. Amaturio, *Petrarca*. Letteratura Italiana Laterza. Bari: Laterza (1971).

800 Independent Study Lebano

By permission only. (1 Unit)

DM 902 Research Paper Lebano

CORSO DI AGGIORNAMENTO E PERFEZIONAMENTO

716 Aspetti socio-linguistici dell'Italia contemporanea Coveri

The course will give students a comprehensive and up-to-date picture of the socio-linguistic reality of today's Italy, analysing and discussing the linguistic changes that have taken place with the passing of time in the Italian linguistic repertory and the problems they present. Special attention will be given to the practical application of the interpretative methodology adopted in the course. Ample use will be made of documents and audio visual materials provided by the instructor. (5 Unit)

Required Texts: L. Coveri, *Le varietà del Repertorio linguistico italiano* (manuscript); G. Berruto & M. Berretta, *Lezioni di Sociolinguistica e Linguistica Applicata*. Napoli: Liguori; G. L. Beccaria, *Italiano Antico e Nuovo*. Milano: Garzanti.

Recommended Texts: T. De Mauro, *Storia linguistica dell'Italia unita*. Roma-Bari: Laterza; G. Berruto, *Sociolinguistica dell'italiano contemporaneo*. Roma: La Nuova Italia Scientifica.

751 L'Italia contemporanea E. Pozzi

This course will address the problems associated with social changes in Italy as they are perceived and dealt with within the framework of the people's cultural and historical resources. A variety of media will be studied to examine how they both reflect and affect the changes in the lifestyle, mentality, and traditional values of Italians. Materials for this course will be provided by the instructor. (5 Unit)



792 *Tirocinio/Workshop*

R. Giordano

Under the guidance of an experienced master teacher, students will examine the language texts and the cultural readers most widely used in primary and secondary schools, colleges and universities. They will discuss and set goals for the various levels of instruction and will develop instructional materials including oral proficiency activities. Special attention will be given to the preparation of "mini-units" for third and fourth year level courses. All generated material will be shared by course participants. (.5 Unit)

Participants are requested to bring along a copy of the text(s) used in their schools. All other needed material will be made available in the College Library.

799 *Osservazioni didattiche*

Lebano

Students will be required to observe first, second, and occasionally third level language and culture courses offered by the faculty of the *Scuola Italiana*. They will meet weekly with the Coordinator of the *Corso di Aggiornamento* to discuss their observations and to report on assigned projects. (.5 Unit)

Special Lecture Series: Contemporary Italian Culture

Ballerini

Lecture:

"See-saw: American Perceptions of Italy"

Graduate Seminar:

"Montale all'inferno"

Recommended Readings for the Seminar: Per conoscere Montale. A cura di M. Forti. Oscar Mondadori; E. Montale, *I mottetti*. A cura di D. Isella, Adelphi.

THE SCHOOL IN ITALY

Via dell'Oche, 3
50122 Florence
011-39-55-21-57-82

Director: Anna Barsanti.

Secretary: Staff.

The school, or *Sede*, is centrally located in the sixteenth-century Palazzo Benivieni in the center of Florence behind the Duomo and a short walk from the university. Housing is not provided for students, but the school maintains lists of families and apartments where students have lived in previous years, and every effort is made to help students find congenial housing in Florence. All courses organized by Middlebury College not held at the University of Florence meet at the *Sede*.

THE GRADUATE PROGRAM

After successfully completing three courses (units), including a 600 level literature course, at the summer session on the Vermont campus, M.A. degree candidates begin the academic year in September with a three-week preliminary session at the *Sede* where they enroll in intensive courses in language and contemporary Italy.

Following the preliminary session, students take a year-long language and literature course at the *Sede* and, after consultation with the director, choose two university courses in the areas of art history, economics, ancient or modern history, political science, linguistics, theater studies, philology, archaeology, and literature. Students must fulfill the following minimum distribution requirements: one language course (unit) at the 500 level, one language or linguistic course (unit) at the 600 level, two units in civilization, three in literature courses and, for those students who plan to teach, one unit in methodology or professional preparation.

Every graduate student must complete an independent research paper based in part on course work done during the year. Permission may be granted to write a paper on other topics under the supervision of a faculty member. The paper (20-30 pages) should demonstrate a high level of written control of the language as well as critical and analytical skills.

THE JUNIOR PROGRAM

Competence in Italian is an essential ingredient for success in the program. To enroll, students must have completed the equivalent of five semesters of undergraduate Italian, or one year of undergraduate Italian followed by a summer of study at Middlebury. Non-language majors are welcome to apply if they have reached the requisite level of language proficiency. Students may be required to attend a preliminary summer in Vermont if preparation in Italian is judged insufficient.

There is a full-year or single-semester option available to undergraduates. The academic year, or term if enrolled for one semester, begins with a three-week preliminary session of intensive courses in language and civilization. After the preliminary session, full-year juniors enroll in language and literature courses at the *Sede*, and choose as many as two electives from the regular course offerings at the University of Florence.

Upon completing the preliminary session, single-semester juniors enroll in four courses at the *Sede* in language, literature, civilization and art history. Spring semester juniors also have the option of enrolling in one of the courses offered by Smith College with whom we have a cooperative agreement.

By special arrangement, courses in studio art are available to qualified students. Special permission is required.

COURSES

The following courses were offered at the *Sede* in 1988-89:

Advanced Grammar and Composition
History of Contemporary Italy
19th and 20th Century Italian Literature
Art in Tuscany before the Renaissance
Introduction to the High Renaissance and
Mannerism
Patterns and Problems of Renaissance Literature
The Cinema of Pasolini and Bertolucci
Ten Golden Years of Italian Cinema

All courses at the university are year-long courses lasting from November to June. From two to eight courses in each of the following subject areas are regularly offered at the University of Florence:

Italian Literature
Philology
Linguistics
History of the Italian Language
Archaeology and History of Greek and Roman Art
Art History
Medieval History
Modern History
Contemporary History
History of the *Risorgimento*
History of the Theater

For more information and an application, please contact:

The School in Italy
Middlebury College
Middlebury, Vermont 05753
802/388-3711, Ext. 5543

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

ARABIC
CHINESE
FRENCH
GERMAN
ITALIAN
JAPANESE
RUSSIAN
SPANISH

SCHOOLS ABROAD

FLORENCE
MADRID
MAINZ
MOSCOW
PARIS

For an application to one of the Language Schools, please write to the school of your choice at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753

MIDDLEBURY COLLEGE
THE ITALIAN SCHOOL
MIDDLEBURY, VT 05753

140-02-899.

Русская школа

MIDDLEBURY COLLEGE
1989-90

THE RUSSIAN SCHOOL

Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5532

SUMMER 1989

Nine-Week Session
June 9 - August 11

Total Fees - \$4,070
(Tuition \$2,675; Board \$990; Room \$405)

Six-Week Session
June 26 - August 11

Total Fees - \$3,020
(Tuition \$2,010; Board \$715; Room \$295)

ACADEMIC YEAR 1989-90

The School in the Soviet Union

Graduate and Undergraduate Programs

Fees*: Full year - \$13,000; Semester - \$7,700

**The comprehensive fee for the Soviet Union includes tuition, room, meal allowance, excursions and round-trip air fare between New York City and Moscow.*

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LETTER FROM THE DIRECTOR

As the Middlebury Russian School reaches its 44th birthday in 1989, we remain convinced that our "mission" is more vital today than in any period in recent memory. When the first Russian School, guided by Dr. Mischa Fayer, opened its doors in 1945, it was made up of forty-four students and four instructors. Over the following decades, under the direction of Fayer and then (from 1967-1981) Dr. Robert Baker, the school continued to grow and flourish. In 1973, an intensive language program was introduced, enabling us to offer a broader range of courses, from beginning Russian to advanced graduate seminars. Students could come to earn an M.A. or D.M.L. degree or simply to learn the language in an invigorating "all-Russian" atmosphere. Throughout the 1980's, our student body has regularly numbered over two hundred and our faculty about thirty-five.

Through all these years, through the courses, movies, plays, lectures, amateur nights, and festivities, the language pledge, or *chestnoye slovo*, is the invisible "glue" holding our program together. This pledge to speak only Russian may seem artificial, a kind of ritual, but combined with a solid curriculum and hard work on the part of students, it has been instrumental in producing impressive results. There is no secret to our success. It derives from the "intellectual contract" that regularly lures capable students to the beauties of a New England summer in order to be tasked to the limit by experienced and dynamic teachers. And in an era of complex East-West relations, global misunderstanding, and the "tongue-tied" American, there are, we believe, worse hedges against the future than participation in such a tradition.

David M. Bethea
Director

RUSSIAN AT MIDDLEBURY

The Middlebury College Language Schools are pioneers in the development of specialized study of modern languages in this country. During the summer, graduate and undergraduate courses are offered in Russian on the Vermont campus, and during the academic year, a course of study is offered at the Middlebury school in the Soviet Union.

Middlebury's Russian School was founded in 1945 and the School in the Soviet Union was established in 1977. There are seven other language schools at Middlebury and four other programs abroad. The German School was founded in 1915, the French in 1916, the Spanish School in 1917, the Italian in 1932, the Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. The schools in Europe opened in 1949 with the first session of the Middlebury School in France in cooperation with the University of Paris. This was followed by similar programs in Madrid (1951), Mainz (1959) and Florence (1960).

The Pledge: More than seventy years of experience have proven the effectiveness of Middlebury's insistence on using the foreign language both in and out of the classroom. All students are thus required to sign a formal statement agreeing to use Russian as the only medium of communication during the entire session. A modified pledge is required even of students on the beginning level. A summer at the Language Schools is therefore an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

GRADUATE DEGREES

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or the equivalent from an accredited institution of higher education.

The M.A. degree program in Russian is comprised of twelve courses to be taken over a series of summers on the Vermont campus or in a combination of two summers in Vermont and an academic year in Moscow. It is designed as a broadly-based program of study in itself, rather than the first stage of a doctoral program.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The program of study for M.A. candidates is individually planned in consultation with the director and/or

gram including literature, language analysis and culture. In addition M.A. candidates must take one seminar course on the Middlebury campus. They must also obtain satisfactory scores on tests of listening comprehension, speaking, reading and writing before the degree is granted. These tests are normally administered on the Saturday following the third full week of classes.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree in Russian differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Russian; two graduate courses in a second language (French, German, Italian or Spanish); comprehensive examinations in both languages; proof of successful teaching experience; a dissertation and its oral defense.

The M.A. in Russian is a prerequisite for entrance to the D.M.L. program. All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Russian and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which must be completed within the six week graduate session. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

SUMMER IN VERMONT

Middlebury College, located on a hill overlooking a typical Vermont village, is especially suited to the Language Schools and their approach to a unified learning experience. Students and faculty live on campus in dormitories assigned to the school and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes are not normally scheduled for late afternoons, evenings or weekends, and the schools often use this time for social and cultural events. There are plays, films, lectures, musical presentations, amateur nights, theatricals and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often

involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with over 10,000 recordings; music practice rooms and lockers; and the Freeman Language Laboratory, with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills.

Middlebury College's athletic facilities include an 18-hole golf course, the field house, an indoor pool, sixteen outdoor and eight indoor tennis courts, racquet ball and squash courts, and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

CURRICULUM

Beginning, Intermediate and Advanced-Intermediate: Levels 100-300 in the nine-week session are equivalent to one full year of study. These courses meet four hours per day with several hours of additional oral and written preparation required.

Advanced Undergraduate: Level 400 is comprised of advanced undergraduate courses which meet four hours per day during the six-week session.

Graduate: Levels 501-900 include a large number of courses in Russian language, literature, linguistics, culture and language pedagogy. Art and music courses are also frequently offered. A normal graduate load is three courses per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the placement tests taken prior to registration. Some students may be required to take courses at a lower level before beginning a full load of graduate work.

CREDITS

Credit is defined in terms of units. One unit equals three semester hours. The nine-week session (levels 100-300) normally carries a total of four units (twelve semester hours) of credit. The advanced undergraduate course (level 400) is offered in the *six-week* session and awards three units (nine semester hours) of undergraduate credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.

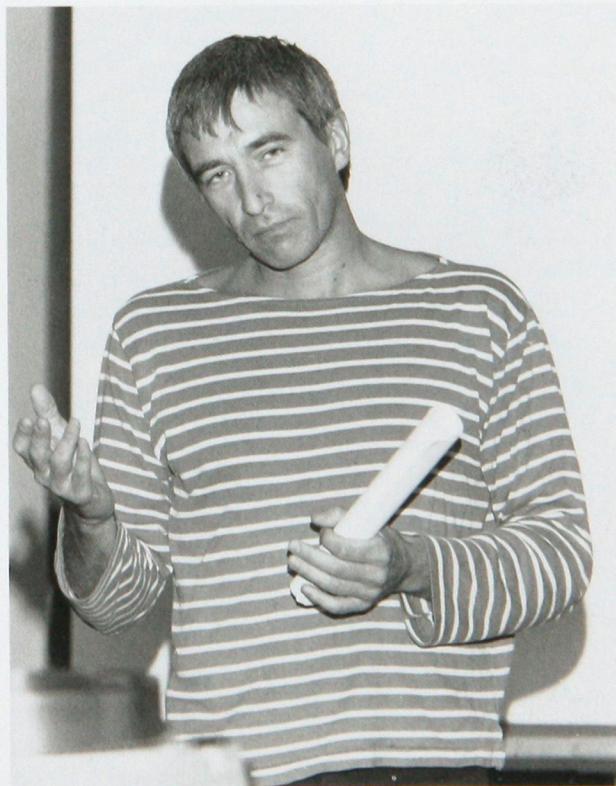
TRANSFER CREDITS

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken *after* successful completion of the initial summer and formal admission to degree candidacy may be transferred, i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury graduate degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree



candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

AUDITING

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the director. Auditing is not permitted in levels 100-400, nor are students in those courses permitted to audit other courses. Total auditing costs **per week** are \$750 (tuition \$425; room and board \$325).

FINANCIAL AID

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions and in the graduate programs in the schools abroad. Financial aid is awarded on the basis of need and academic ability as rated by the dean. We use the Language Schools Financial Aid Application and 1988 federal tax returns to arrive at a determination of students' needs for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The application deadline for financial aid is March 15. Awards will be made on a rolling basis to those students whose applications are complete and who have been accepted for admission. Late applicants will be considered for financial aid on a first-come-first-served basis as funds continue to be available.

Summer: Financial aid is generally awarded in the form of employment and grant aid. Employment assistance is work in the cafeteria-style dining halls, where students help in serving food and clearing tables. Students who are in a Middlebury degree program may also apply for a Stafford Loan (formerly GSL) through their home lending institution to fill any remaining need.

Academic Year Abroad: For the schools abroad, assistance directly from Middlebury is available only for students enrolled in a Middlebury graduate program or Middlebury undergraduates. Other students should consult the financial aid offices at their home institutions. Students with need are usually offered a combination of College grants and Perkins Loans, with any remaining need met by a Stafford Loan (formerly GSL) through the student's home bank.

Scholarships: The following endowed and named scholarships honor friends or faculty of the Russian School: The Berthe O. Normano Scholarship Fund; The Peter Odabashian Memorial Scholarship Fund; and The Anastasia Feodorova Pressman Memorial Scholarship Fund.

Beginning this year, the Russian School will award a scholarship in memory of former student Robin Royle.

The scholarship fund, established by Ms. Royle's friend and colleague Daniel Hayes, will provide assistance for a promising undergraduate.

Candidates for financial aid need not apply for a specific grant. Everyone applying for financial aid will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College, Tel. 802/388-3711, ext. 5158.

FEES

A non-refundable fee of \$30 must accompany each new student's application. Upon acceptance, all students are required to pay a \$150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollments. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

APPLICATION AND ADMISSION

Students may apply for admission for a single summer at any level or for one of the graduate degree programs. They may enroll in courses in one language school only and are normally enrolled in courses at one level only. Students in the summer sessions must be high school graduates. Admission is granted on the basis of academic qualifications and the availability of space.

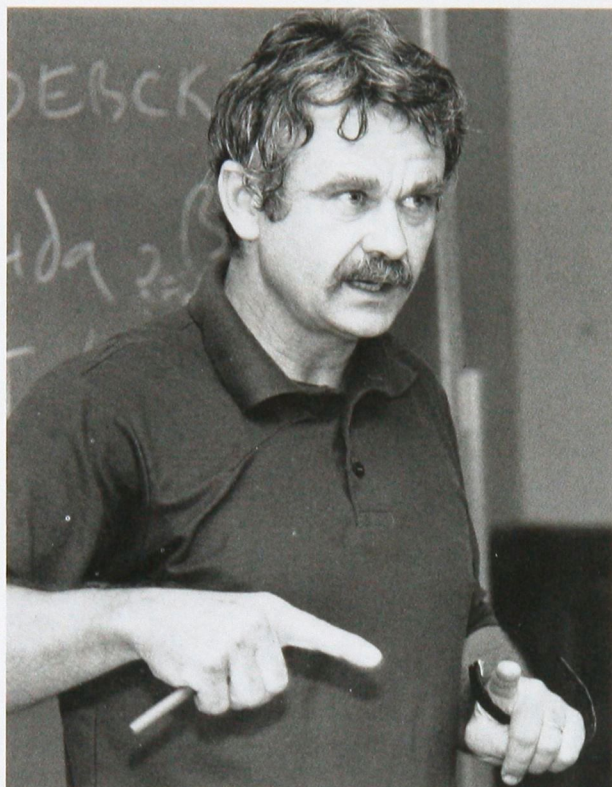
The deadline for application to the nine-week session is March 15. Applications to the six-week session are processed until the start of the program in June, but as the school may be fully subscribed by mid-April, early application is desirable.

Final placement in courses is determined by student performance on examinations administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

For more information or an application, contact the Russian School at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753
802/388-3711, ext. 5533

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.



THE RUSSIAN SCHOOL

Director: DAVID M BETHEA. Professor and Chair of Slavic Languages, University of Wisconsin-Madison. Ph.D., University of Kansas.

Associate Director: ALEXANDER WORONZOFF. Associate Professor and Chair of Russian, Smith College. Ph.D., University of Southern California.

Dean: THOMAS R. BEYER, JR., Professor and Chair of Russian, Chairman of Foreign Language Division, Middlebury College. Ph.D., University of Kansas.

FACULTY

MARK ALTSHULLER. Professor of Russian, University of Pittsburgh. Ph.D., Leningrad State University.

DAVID ANDREWS. Lecturer in Russian, Columbia University. Ph.D. University of Michigan.

ALEXANDRA BAKER. Lecturer in Russian, Middlebury College. M.A. (Russian), Indiana University; M.A. (German), Middlebury College.

LINA BERNSTEIN. Instructor of Russian, Mt. Holyoke College. Ph.D. candidate, University of Massachusetts, Amherst.

BORIS BRIKER. Assistant Professor of Russian, Rutgers University. Ph.D., University of Alberta.

LINDA BRUCE. Instructor and Russian Language Program Coordinator, University of Southern California. M.A. University of Southern California.

ROBERT CHANNON. Visiting Associate Professor of Slavic Languages, Purdue University. Ph.D., Harvard University.

ELENA DRYZHAKOVA. Adjunct Associate Professor, University of Pittsburgh. Ph.D., Leningrad Pedagogical Institute.

SVETLANA ELNITSKY. Assistant Professor of Russian, St. Michael's College. M.A. equivalent, Moscow State Pedagogical Institute of Foreign Languages. Ph.D., McGill University.

TATIANA ERMOLAEV. Lecturer in Russian, Princeton University. Ph.D., University of California - Berkeley.

EFIM ETKIND. Professor Emeritus of Russian Literature, Université de Paris-Nanterre. Ph.D., Leningrad State University; Ph.D., University of Paris-Sorbonne.

TATIANA FEIFER. Instructor, Vassar College. Ph.D. candidate, New York University.

ELIZABETH GORKY. Assistant Professor of Russian (retired), Laurentian University. M.A., Middlebury College.

KATHRYN HENRY. Visiting Instructor of Russian, Middlebury College. Ph.D. candidate, Stanford University. M.A., Middlebury College.

ALINA ISRAELI. Visiting Lecturer in Slavic Studies and Literatures, State University of New York at Albany. Ph.D. candidate, Yale University.

GALINA KASHLINSKY. Research Fellow, Kennan Institute for Advanced Russian Studies. Ph.D., Latvian State University.

MICHAEL KREPS. Associate Professor of Slavic and Eastern Languages, Boston College. Ph.D., University of California-Berkeley.

LIDIA PACIRA. Visiting Instructor of Russian, Smith College. Ph.D., Michigan State University.

MIKHAIL PALATNIK. M.A. equivalent, University of Chernovtsy. Teaching Assistant, Washington University.

NATALIA PERVUKHINA. Assistant Professor of Russian, University of Illinois. Ph.D., Bryn Mawr College.

ROSA-NELLIE RACHMANOV. Lecturer in Russian, Columbia University. M.A. equivalent, Moscow State Pedagogical Institute of Foreign Languages.

JOANNA ROBIN. Ph.D. candidate, George Washington University.

NATALIA SADOMSKAYA. Associate Professor, Queens College, CUNY. Ph.D. equivalent, U.S.S.R. Academy of Sciences, Miklukho Maklai Institute of Ethnography.

TATIANA TIPTON. Instructor of Russian, University of Iowa. M.A., Middlebury College.

GREGORI ZISKIN. Theater, film, and television director. Ph.D. candidate, McGill University. M.A. equivalent, Schukin Theatrical Institute in Moscow.

We also expect to have a visiting professor from the Pushkin Russian Language Institute in Moscow.

ADMINISTRATIVE STAFF

NINA DAYTON. Secretary.

JUDITH OLINICK. Secretary.

1989 PROGRAMS OF STUDY

All programs of study at the Language Schools place great emphasis on the development of language skills and the understanding of other cultures. All summer programs are *intensive*.

Beginning, intermediate and advanced intermediate level courses are offered in the nine-week session (June 9 - August 11). Advanced undergraduate (400 level) and graduate courses are offered in the six-week session (June 26 - August 11).

INTENSIVE LANGUAGE COURSES*

RU 101-102 Beginning Russian Henry and Staff

This course develops all four skills (listening, speaking, reading and writing) and provides a firm foundation for understanding Russian word formation. At the end of the course, students have an active vocabulary of 1,000 words. Almost all major points of grammar are covered. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 units)

RU 110 - 210 Advanced Basic Russian

Ermolaev and Staff

During the first half of this course all major points of grammar are studied thoroughly. The second half of the session provides an expansion of grammar with special attention given to a review of endings, prepositions, verbal aspects, prefixes, cases, and verbs of motion. All four skills are developed in equal proportion. An average of five to eight hours daily is expected to be spent on preparation for classwork, including work in the language and video laboratories. (4 units)

RU 201-202 Intermediate Russian (Second Year)

Baker and Staff

This course provides a thorough review and expands the students' understanding of Russian grammar, while stressing continued development of all four skills. Special attention is paid to unprefix verbs of motion and to the reading of contemporary texts. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 Units)

*Courses offered in the nine-week session.

RU 301-302 Advanced Intermediate Russian

(Third-Year) Staff

This course includes an extensive review of grammar and phonetics. It treats at greater length some points, such as verbal aspects and verbs of motion, that may have been presented only in a rudimentary way in *Intermediate Russian*. The main emphasis is on contemporary conversational Russian. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 Units)

ADVANCED UNDERGRADUATE AND GRADUATE COURSES*

RU 405, 413, 462 Advanced Russian

Briker, Elnitsky, Israeli, Pervukhina

This core program will consist of three courses: *Grammar and Syntax* (1.5 hours daily), *Conversation and Composition* (1.5 hours daily), and *Soviet Literature and Culture* (1 hour daily). The program is designed to further develop students' language abilities at the advanced level. Discussions on literary and cultural topics will be combined with concentration on phraseology and some finer grammatical points, including syntax and elements of stylistics. Daily work outside the class will consist of extensive reading and writing and require four to six hours. (3 Units)

RU 415 Practical Phonetics and Diction

Channon, Israeli

This study of Russian phonetics and diction reviews correct pronunciation and intonation. It also contains some review of grammar, reading, writing, and conversation, and is especially designed for those students who enroll in the nine-week session but then place into the six week session. (1 Unit)

RU 503 Advanced Oral Self-Expression Bernstein

Designed for students with an excellent command of Russian, this course aims at raising students' proficiency to the level of structural accuracy and vocabulary required for participation in most formal and informal conversations on practical, social, political and selected professional topics. Extensive reading of media and literary texts; re-creation of everyday situations; radio, TV and feature film assignments. Final oral presentation and oral examination. (1 Unit)

RU 505 Practical Stylistics

Israeli

For students with an excellent active command of Russian who need to develop more sophisticated and correct lexical skills. Lectures and practical work on basic styles, lexical characteristics, word etiquette, etc.

*Courses offered in the six-week session. Graduate Credit is awarded only for courses at the 500 level and above.

Compositions will be written on a variety of topics; writing in different styles will be stressed. Final examination. (1 Unit)

RU 612 Russian Phonetics and Intonation

Channon

This course will cover the theoretical fundamentals of Russian phonetics and phonology, contrastive Russian and (American) English phonetics and intonation, and practical work on improving the participants' Russian pronunciation. The material covered will also provide teachers or future teachers of Russian with an understanding of how to teach Russian phonetics to Americans. (1 Unit)

RU 639 Russian Theatre Workshop

Ziskin

An introduction to the world of Russian drama and theatre through Russian plays of the 19th and 20th centuries. The art of prominent theatre directors such as Stanislavsky, Meyerhold and Vakhtangov will be studied along with their interpretations of the Russian classics, with emphasis on Stanislavsky's theory of acting technique. Excerpts from works of other Russian playwrights will be analyzed and students will hear recordings of productions involving leading actors from Moscow and Leningrad theatres. The course also includes a creative workshop; all students will participate in production of a full-length classical Russian play. (1 unit)



RU 643 Rituals and Ceremonies in the U.S.S.R.

Sadomskaya

This course will examine contemporary Soviet rituals and ceremonies, and, by comparing them to traditional pre-revolutionary customs, will illustrate the cultural change that has taken place in the country since the early decades of this century. Three major areas of ritual life will be studied: the calendrical cycle, family rites of passage, and state festivities. The U.S.S.R. is a multinational country. This course will show, through selected case studies, how different cultural traditions of the Slavic, Caucasian, Central Asian, and Siberian ethnic groups are affected by the process of modernization and the state's attempt to create ritualistic uniformity. Readings will include the publications of Soviet folklorists and ethnographers, as well as Western anthropological and sociological literature. (1 unit)

RU 644 Mass Media in the Soviet Union

Ziskin

The goal of this course is to introduce students to the principal instruments of mass propaganda and communication in the U.S.S.R. - television, press, film, and literature. Students will acquire an understanding of the structure and ideological goals and methods of the press, television, and film industry. To be examined as well are the theoretical principles underlying Soviet propaganda and counter-propaganda, including the structure and methods of censorship. Special attention will be devoted to the language of the official propaganda as found in newspapers and television. The course will consist of lectures and discussions. Films and video material will be shown outside of class. (1 unit)

RU 651 The Economics of Perestroika

Kashlinsky

This course examines the economic, social, and moral aspects of perestroika. Topics to be discussed include the present condition of the Soviet economy, the substance of the reforms grouped under perestroika, problems in the efficient use of resources, and living and working conditions in the USSR. The language used in the course will be directed towards the student who is not a specialist in the field of economics. Topics will be illustrated with examples drawn from real life. Newspaper and magazine articles from the Soviet press will be used to give the student a better understanding of just what the economic reforms are, their results, how they are reflected in the standard of living of the population, and how they affect the solution of social problems. (1 unit)

RU 676 Russian Literature of the Fantastic

Kreps

A study of grotesque, bizarre, surrealist, supernatural, and fantastic themes in a wide range of Russian works by writers such as Pushkin, Odoevsky, Gogol, Turgenev, Dostoevsky, Garshin, Chekhov, Bulgakov, Sinyavsky, and others. Analysis of general principles

and topics of the fantastic genre. Daily discussions, one paper, final exam. (1 unit)

RU 685 Tolstoy and Dostoyevsky

Kreps

A comparative presentation of Russia's two greatest writers. Their different perception of reality, their views on human nature, society, civilization, religion, ethics, as well as their artistic craft and technique, are discussed in detail in connection with their selected writings. Extensive reading, everyday discussions, one paper, final exam. (1 unit)

RU 712 History of the Russian Language Channon

This course will treat the origin of the Russian language and its place among the other Indo-European and Slavic languages, the historical development of Modern Russian from its Common Slavic roots with particular attention to the Old Russian stage, the influence of Church Slavonic and other languages on the shaping of Modern Russian, and the historical explanation of various phenomena of Modern Russian. Selected texts illustrating the historical development at various tages along the way will be analyzed. Mid-term and final examinations.

RU 770 Russian Literature and the West

Altshuller, Dryzhakova, Etkind, Kreps

The 1989 Workshop examines the influence of Western literatures on Russian prose and poetry. In the first half of the course, Altshuller will discuss the influence of Sterne, Byron and Walter Scott on Karamzin, Pushkin, Lermontov, Kozlov, Massalsky and others. The development of the romantic poem will be given a special emphasis. Elena Dryzhakova will lecture on the influence of Hoffman, Georges Sand, and Balzac on Gogol, Herzen, early Turgenev, Dostoevsky, Druzhinin and others. The natural school as well as the formation of a new type of social novel will be discussed in detail.

The second half, taught by Professor Efim Etkind, will analyze the connections between Western and Russian poetic art. Genres, versification, systems, themes and major movements will be discussed on the material embracing three centuries of Russian poetry from Kantemir, Lomonosov and Derzhavin to the present.

The lectures will feature a close reading of literary texts followed by discussions. At the end of the course, students will write a paper to be graded by the course coordinator in consultation with the visiting professor.

Coordinator: Kreps

Russian Literature and the West (mostly prose): Altshuller, Dryzhakova

Russian Literature and the West (poetry): Etkind

RU 885 Seminar on Tolstoy and Dostoevsky

Kreps

See the description of course 685. This course satisfies the seminar requirement for M.A. candidates.) (1 unit)



THE SCHOOL IN THE SOVIET UNION

The Middlebury School in the Soviet Union offers a semester program for Middlebury undergraduate students and an academic year program for graduate students at the Pushkin Russian Language Institute in Moscow. The Pushkin Institute is the pre-eminent center in the Soviet Union for research on the teaching of Russian as a foreign language and for preparation of Russian teaching materials. On its staff are many specialists of international renown, as well as a corps of teachers experienced in teaching foreign students in Moscow. A resident director, who is a member of the Middlebury College faculty, supervises all aspects of the program.

Since 1977, our students have benefited from the experience of living and studying at the Pushkin Institute, learning first hand about Russian culture and civilization while improving their language skills.

We believe that study abroad can form an important complement to study in the United States. Indeed, it often provides the occasion for students to profit from a richness of experience and to achieve a level of linguistic maturity not easily attainable in the familiar surround-

ings of home. Students are expected to maintain the spirit of the Middlebury language pledge while they are in the Soviet Union.

Travel arrangements are made by the Middlebury Language Schools and students travel in a group from New York City to Moscow. The comprehensive fee includes tuition, room, meal allowance, round trip travel between New York City and Moscow, and excursions in the Soviet Union.

PROGRAM OF STUDIES

Graduate students must successfully complete the required preliminary summer on the Vermont campus before officially being accepted into the ten-month program leading to the M.A. degree.

In Moscow students carry a full load of courses in the areas of language, literature, methodology and culture.

Credits: The ten-month program in Moscow awards six units of graduate credit.

Instruction is given in small groups by institute personnel and lasts about five hours a day, five days a week. Practical course work includes grammar, word-study, phonetics and conversation. Special lectures cover the contemporary Russian language and its norms, Soviet culture and society, Russian and Soviet literature and methods of teaching Russian as a foreign language. All courses end in examinations. Students also take weekly excursions to important sites in and around Moscow and a week-long trip to Leningrad and other cities.

Credits: The Moscow undergraduate semester grants 5 1/2 units of credit (16 1/2 semester hours). These credits may be applied toward the Middlebury B.A., or transferred to another institution. Some courses award letter grades, but others are graded pass/fail. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving for Moscow.

APPLICATION AND ADMISSION

All graduate students must complete a summer of study on the Vermont campus before going to Moscow. Students who wish to apply should request application materials from the Russian School, Middlebury College, telephone: 802/388-3711, ext. 5532. Upon acceptance to the summer program, they will receive additional information about the Middlebury School in the Soviet Union. Please note: Auditors are not permitted at the Pushkin Institute.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

Arabic
Chinese
French
German
Italian
Japanese
Russian
Spanish

SCHOOLS ABROAD

Florence
Madrid
Mainz
Moscow
Paris

For an application to one of the Language Schools, please write to the school of your choice at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753

MIDDLEBURY COLLEGE
THE RUSSIAN SCHOOL
MIDDLEBURY, VT 05753

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中文學校

MIDDLEBURY COLLEGE
SUMMER 1989

THE CHINESE SCHOOL

Middlebury College
Middlebury, Vermont 05753
802/388-3711, Ext. 5520

SUMMER 1989

June 9 - August 11

Total Fees: \$4,070
(Tuition: \$2,675 Board: \$990 Room: \$405)

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GENERAL INFORMATION

The Middlebury College Language Schools pioneered the specialized study of modern languages in this country. Middlebury's German School was founded in 1915, followed by the French and Spanish Schools in 1916 and 1917. The Italian School was added in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. The schools in Europe opened in 1949 with the first session of the Middlebury School in France in cooperation with the University of Paris. This was followed in 1951 with a similar program in Madrid, after which schools in Mainz (1959), Florence (1960) and Moscow (1977) were established.

All programs of study at the Language Schools emphasize the development of language skills and the understanding of other cultures. All classes from beginning courses through advanced levels are taught in the foreign language.

The Pledge: More than seventy years of experience have proven the effectiveness of the Middlebury insistence on using the foreign language both in and out of the classroom. All students are thus required to sign a formal statement agreeing to use Chinese as the only medium of communication during the entire session. A modified pledge is required even of students on the beginning level. A summer at the Language Schools is therefore an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

SUMMER IN VERMONT

Middlebury College, located on a hill overlooking a small Vermont town, is especially suited to the Language Schools and their approach to a unified learning experience. Students and faculty live on campus in dormitories assigned to the school and take meals in dining halls where only Chinese is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes are not normally scheduled for late afternoons, evenings or weekends, and the schools often use this time for social and cultural events. There are plays, films, lectures, musical presentations, amateur nights, theatricals and other enriching diversions from the academically rigorous program. Such activities center on the use of Chinese and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with over 10,000 recordings; music practice rooms and lockers; and the Freeman Language Laboratory, with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills.

Middlebury College's athletic facilities include an 18-hole golf course, the field house, an indoor pool, 16 outdoor and eight indoor tennis courts, racquet ball and squash courts and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

CURRICULUM

The intensive language curricula are equivalent to at least one full year of study. Students may enroll in courses in one school only and are normally enrolled in courses at one level only. Placement is determined by test results rather than by length of previous study of the language.

The Chinese School offers courses at five levels: *Beginning, Intermediate, Advanced, Classical Chinese*, and

Readings in Chinese Culture. Beginning Students use T.T. Ch'en's *Chinese Primer* and selections from *Elementary Chinese* (Peking), while students in the upper level courses read both contemporary documents and literary texts appropriate to their levels. In CS 301-302, *Advanced Chinese*, and above, classes are conducted exclusively in Chinese, while as much Chinese as possible is used at lower levels. Students in CS 501-502, *Readings in Chinese Culture*, will have an opportunity to read in their own fields of interest. Levels 300 through 500 stress active language usage through written composition and individual conferences with faculty.

CREDITS

The nine-week program in Chinese normally carries a total of four units (twelve semester hours) of credit. *All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.*

TRANSFER CREDITS

For transfer purposes, the student's home institution determines how many credits, graduate or undergraduate, will be granted for the summer's work at Middlebury.

FINANCIAL AID

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions. Financial aid is awarded on the basis of need and academic ability as rated by the dean of the school.

We use the Language Schools Financial Aid Application and 1988 federal tax returns to arrive at a determination of a student's need for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The application deadline for financial aid is March 15. Awards will be made on a rolling basis to students whose financial aid applications are complete and who have been accepted for admission. Late applicants will be considered on a first-come-first-served basis as funds continue to be available.

Financial aid is generally awarded in the form of employment and/or grant aid. Employment assistance consists of work in the cafeteria-style dining halls, where students help in serving food and clearing tables.

The Chinese School is pleased to announce the creation in 1984 of the *T. T. Ch'en Scholarship*, named in honor of the founder and long-time director of the school. All students in Chinese who apply for financial aid will be considered for this scholarship.

The *Helen T. Lin Award*, established in 1986, is presented annually to an outstanding student in the Chinese School.

Address inquiries about financial aid to the Office

of Financial Aid, Emma Willard House, Middlebury College. 802/388-3711, ext. 5158.

FEES

A non-refundable fee of \$30 must accompany each new student's application. Upon acceptance, all students are required to pay a \$150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that a student notifies the school in writing by May 1, 1989 of the decision to cancel enrollment. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

AUDITING

Auditing is not permitted in the Chinese School nor are Chinese students permitted to audit courses in other schools.

APPLICATION AND ADMISSION

The deadline for application to the Chinese School is March 15. Students may apply for admission for a single summer at any level. Students must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on an examination administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

For more information or an application, contact the Chinese School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
802/388-3711, Ext. 5520

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.



THE CHINESE SCHOOL

Director: CHIH-PING CHOU. Associate Professor of East Asian Studies, Director of Chinese Linguistics Project, Princeton University. Ph.D., Indiana University.

Dean: JOHN BERNINGHAUSEN. Professor of Chinese, Middlebury College. Ph.D., Stanford University.

FACULTY (Professors in charge)

ROBERT M. SANDERS. Assistant Professor, Department of East Asian Languages and Literatures, The Ohio State University. Ph.D., University of California at Berkeley, Department of Linguistics.

CHIH-PING CHOU. Associate Professor of East Asian Studies, Director of Chinese Linguistics Project, Princeton University. Ph.D., Indiana University.

JOHN Y. HOU. Assistant Professor of Chinese, University of Arizona, Tucson. Ph.D., University of Southern California.

JEN-MEI MA. Visiting Instructor in Chinese and Art, Middlebury College. M.A., University of Kansas.

MING-HUEI FENG. Lecturer, Oberlin College. M.A. Princeton University, 1985. M.A., Rutgers.

ADMINISTRATIVE STAFF

YVETTE LAROCQUE. Secretary.

PROGRAM OF STUDIES

CS101-102 Beginning Chinese Sanders and Staff

First-year Chinese begins with a five day concentrated study of Mandarin phonetics and the *Gwoyew Romatzyh* tonal-spelling system of romanization. For the next six and a half weeks, students concentrate on the eight units of the *Chinese Primer*, studying both the romanization and character texts, liberally supplemented with sentence pattern drills and exercises. A complete series of audio tapes, including vocabulary and pattern drills, prepared at Middlebury and Princeton, accompanies each unit. In addition to the audio tapes, video-tapes of these eight units, prepared with the faculty as actors, are used. The video image is extremely effective in helping the student to internalize the new language patterns. For the last week and a half, *Elementary Chinese* (Peking, 1972) is used to introduce simplified characters and the *Pinyin* system of romanization. Other romanization systems will also be presented briefly.

For two hours each day the class meets together for introduction and explanation of new material and for introductory pattern practice; then it divides into small sections (5-8 students) for two hours of drill. Each student receives two fifteen-minute periods of private tutorial per week. Preparation, including work in the language laboratory, usually requires about five hours of study each day. The language of instruction gradually shifts from English to Chinese and students are encouraged to speak progressively less English outside the classroom. By the end of the session, students have a good command of basic grammatical construction, a working vocabulary of over 800 words, and active use of about 600 characters. (4 units)

Required Texts: T.T. Ch'en, et al., *Chinese Primer*, Princeton University, Chinese Linguistics Project, both romanization and character texts with extensive supplementary materials. *Elementary Chinese*, Commercial Press, Peking, 1972.

Recommended Dictionary: Y.R. Chao and L.S. Yang, *Concise Dictionary of Spoken Chinese*, Cambridge, MA, Harvard University Press.

CS 201-202 Intermediate Chinese

Chou and Staff

While continuing the audio-lingual approach used in CS 101-102, this course also emphasizes the reading of Chinese character texts containing both standard and simplified character forms. The first half of the course will concentrate on consolidating the foundations begun in elementary courses and on developing sentence structure and vocabulary. Three texts will be studied: *Modern Chinese Readers (I, II)*, *Chinese Reader (I, II)* and *Tarn Butyng*. No textbook will be used for the second half of the course; instead there will be a shift to reading "real"

Chinese literature in the form of modern essays, short stories and newspaper articles. Students will view a Chinese movie on videotape and study the screenplay using a study manual. The course will be conducted primarily in Chinese and will be open to students who have completed one full year of language study. By the end of the summer, students should be able to speak with some fluency on conversational topics, write short compositions, and read newspapers and short essays by modern authors with the aid of a dictionary.

Assignments include translation, composition, sentence exercises, and the use of Chinese to explain the meanings of idioms and phrases. Daily work outside the classroom, including time spent in the language laboratory, requires approximately five hours. (4 units)

Required Texts: *Modern Chinese Readers (I & II)*, Commercial Press, Peking. *Chinese Reader (I & II)*, Commercial Press, Peking. T.T. Ch'en, *Tarn Butyng, Reading and Conversation Materials for Beginning and Intermediate Chinese*, Princeton University, Chinese Linguistics Project. *Study Manual for the Movie "Ai Lo Chung Nien"* [The Joys and Sorrows of Middle Age], Princeton University, Chinese Linguistics Project. Newspaper selections, selected brief modern Chinese essays and short stories. Materials prepared at the Chinese School, Middlebury College.

Recommended Dictionaries: *A New Practical Chinese-English Dictionary*, edited by Liang Shih-ch'iu, Taipei, The Far East Book Company, 1972. *A New English-Chinese Dictionary*, Hong Kong, Joint Publishing Company, 1975. *Xinhua Zidian*, Commercial Press, Peking.

CS 301-302 Advanced (Modern) Chinese

Ma and Staff

This course seeks further to develop overall language proficiency through extensive reading of modern texts selected from a wide range of styles and genres. Readings include: 1) essays on academic subjects; 2) modern vernacular literature: essays, short stories and plays as well as the screenplay of a Chinese movie which will then be viewed on videotape; 3) contemporary political material: political writings from the People's Republic of China and from newspapers. Classes are conducted entirely in Chinese. Individual laboratory exercises are required daily.

In addition to 15 class hours per week, students are expected to spend approximately five hours each day reviewing vocabulary, sentence patterns and translations; preparing class materials; listening to lesson tapes; preparing recorded dictation exercises; attending individual sessions with teachers; studying for quizzes and writing compositions. (4 units)

Required texts: Lyell, *Lu Hsun Reader*, Yale University Far Eastern Publications. *A Student's Companion for Lu Hsun's "The New Year's Sacrifice"* and *Study*



Manual for the Movie "Jia Feng Xu Huang" [The Make-believe Couple], Princeton University, Chinese Linguistics Project. Selections from Chinese academic journals, newspapers and periodicals. Materials prepared at the Chinese School, Middlebury College.

Recommended Dictionaries: A New Practical Chinese-English Dictionary, edited by Liang Shih-ch'iu, Taipei, the Far East Book Company, 1972. *A New English-Chinese Dictionary*, Hong Kong, Joint Publishing Company, 1975. *Xinhua Zidian*, Peking, Commercial Press. *Chinese-English Glossary of Current Affairs Words and Phrases*, Peing, Commercial Press.

CS 401-402 Classical Chinese

Feng

This course, conducted entirely in Chinese, is an introduction to literary Chinese and is designed for students with no previous training in the classical language but with a minimum of two years of modern Chinese. While the focus of the course is on training students to read, the method of instruction serves simultaneously to enhance proficiency in the vernacular. All lessons are accompanied by laboratory tapes which function as aids in assimilating the texts.

Assignments include: 1) translation from classical into modern Chinese, and vice versa; 2) exercises in grammar (uses of particles and analysis of sentence structure); 3) essays intended to enhance written expression (both classical and modern). (4 units)

Required texts: Y.C. Liu, *Fifty Stories*, London, Lund Humphries. Selections from *Analects*, *Mencius*, and *Shih-chi*, supplemented by materials prepared at

the Chinese School, Middlebury College.

Recommended Dictionaries: A New Practical Chinese-English Dictionary, edited by Liang Shih-ch'iu, Taipei, the Far East Book Company, 1972. *Xiandai Hanyu Cidian*, Hong Kong, Commercial Press. *Tz'u Hai*, Taipei, Taiwan Chung-hua Book Co. *Guhanyu Changyongzi Cidian*, Peking, Commercial Press, 1979.

CS 501-502 Readings in Chinese Culture

Hou

The course will be divided into units of two or three weeks in length, each focusing on a broad topic or a particular period of history. Periods and topics in history, literature and the social sciences will be selected to meet students' interests and needs. Designed for advanced graduate and undergraduate students with at least three or more years of Chinese, and preferably with an elementary knowledge of the classical language, the course will be conducted exclusively in Chinese. Because this is essentially a language course, emphasis is placed on bringing students' writing, speaking and reading skills to a high level. Particular emphasis on the development of writing ability will be achieved through completion of weekly essays which will be corrected and explained in individual sessions. (4 units)

Recommended Dictionaries: Tz'u Hai, Taipei, Taiwan Chung-hua Book Co. *Xiandai Hanyu Cidian*, Hong Kong, Commercial Press. *A New Practical Chinese-English Dictionary*, edited by Liang Shih-ch'iu, Taipei, the Far East Book Company, 1972.

MIDDLEBURY COLLEGE
THE CHINESE SCHOOL
MIDDLEBURY, VT 05753

120-11-89

日本語学校

MIDDLEBURY COLLEGE
SUMMER 1989

THE JAPANESE SCHOOL

Middlebury College
Middlebury, Vermont 05753
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GENERAL INFORMATION

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SUMMER IN VERMONT

Middlebury College, located on a hill overlooking a small Vermont town, is especially suited to the Language Schools and their approach to a unified learning experience. Students and faculty live on campus in dormitories assigned to the school and take meals in dining halls where only Japanese is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes are not normally scheduled for late afternoons, evenings or weekends, and the schools often use this time for social and cultural events. There are plays, films, lectures, musical presentations, amateur nights, theatricals and other enriching diversions from the academically rigorous program. Such activities center on the use of Japanese and often involve active student participation in planning and performance.

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CURRICULUM

The intensive language curricula are equivalent to at least one full year of study. Students may enroll in courses in one school only and are normally enrolled in courses at one level only. Placement is determined by test results rather than by length of previous study of the language.

The Japanese School offers courses at four levels: *Elementary*, *Intermediate*, *Advanced Japanese*, and *Advanced Speaking and Reading*. In addition, there is an inter-level course, JA 199-200, designed specifically for those students with previous language training, but not enough to place in JA 201-202. The text used at the elementary level stresses use of *kana* (Japanese syllabary) from the very outset, so the subsequent adjustment to reading ordinary Japanese literature is minimal. Although English is often employed at the elementary level to explain grammatical points, it is rarely used at the intermediate level, and is not used at all at upper levels.

At the first three levels, a combination of textbooks, readers, and supplementary materials are employed. Although a reader is also used in JA 401-402, the course tends to focus on a particular topic and a variety of

pertinent literature outside the text is examined. During the 1989 session, skill-oriented instructions will be given for listening and speaking skills.

CREDITS

The nine-week program in Japanese normally carries a total of four units (twelve semester hours) of credit. *All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.*

TRANSFER CREDITS

For transfer purposes, the student's home institution determines how many credits, graduate or undergraduate, will be granted for the summer's work at Middlebury.

FINANCIAL AID

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions. Financial aid is awarded on the basis of need and academic ability as rated by the dean of the school.

We use the Language Schools Financial Aid Application, and 1988 federal tax returns to arrive at a determination of a student's need for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The application deadline for financial aid is March 15. Awards will be made on a rolling basis to students whose financial aid applications are complete and who have been accepted for admission. Late applicants will be considered on a first-come-first-served basis as funds continue to be available.

Financial aid is generally awarded in the form of employment and/or grants. Employment assistance consists of work in the cafeteria-style dining halls, where students help in serving food and clearing tables.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College, 802/388-3711, ext. 5158.

FEES

A non-refundable fee of \$30 must accompany each new student's application. Upon acceptance, all students are required to pay a \$150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1989 of their decision to cancel their enrollments. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

AUDITING

Auditing is not permitted in the Japanese School nor are students permitted to audit courses in other schools.

APPLICATION AND ADMISSION

The deadline for application to the Japanese School is March 15. Students may apply for admission for a single summer at any level. Students must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on an examination administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

For more information or an application, contact the Japanese School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
802/388-3711, Ext. 5520

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.



THE JAPANESE SCHOOL

Director: MATSUO SOGA. Professor of Japanese, The University of British Columbia. Ph.D., Indiana University.

Dean: NOBUO OGAWA. Associate Professor of Japanese, Middlebury College. Ph.D., University of Pennsylvania.

FACULTY (Professors in Charge)

KAZUMI HATASA. Assistant Professor of Japanese, Purdue University. Ph.D., University of Illinois.

NOBUO OGAWA. Associate Professor of Japanese, Middlebury College. Ph.D., University of Pennsylvania.

MIEKO OHSO. Professor of Japanese, Kansai University of Foreign Studies. Ph.D., The Ohio State University.

MATSUO SOGA. Professor of Japanese, The University of British Columbia. Ph.D., Indiana University.

MICHIKO YUSA. Associate Professor of Japanese and East Asian Civilizations, Western Washington University. Ph.D., University of California at Santa Barbara.

ADMINISTRATIVE STAFF

YVETTE LAROCQUE. Secretary.

HIROMI KUBO. Bilingual secretary.

PROGRAM OF STUDIES

JA 101-102 Elementary Japanese Yusa and Staff

This course introduces the basic grammatical structures and vocabulary of modern standard Japanese, emphasizing the oral and written production of Japanese and the development of aural and reading abilities. For developing reading and writing skills, *hiragana* is introduced from the very first day of instruction, soon followed by *katakana* and basic *kanji*. By the end of the course, students will learn 210 *kanji* for active production and another 200 for passive recognition.

Although both English and Japanese are used for formal explanations of grammar, class instruction is conducted almost entirely in Japanese. Students are expected to use Japanese in class as the primary medium of communication. A weekly short composition in Japanese is required. It is presented orally in class and followed by class discussion, also in Japanese. Because of the importance of the fluency of oral production, language lab work is required. In order to develop students' conversational ability, video taped materials, selected from the *Yan and the Japanese People* and others, are used. Daily work outside the classroom is expected to average four to six hours.

By the end of the session, students should have the ability to conduct basic daily conversations in Japanese, write simple compositions and letters, and read short

stories written within the grammatical limitations of first-year Japanese. Students should have a very sound background in the language and socio-cultural information which they can foster further as they go into intermediate and advanced study of Japanese. (4 units)

Required Texts: M. Soga and N. Matsumoto, *Foundations of Japanese Language*, Tokyo, Taishukan. Supplementary materials for reading, writing, and conversations.

Recommended: M. Yusa, *Basic Kanji*, Tokyo, Taishukan. Sanseido, *Junior Concise English-Japanese, Japanese-English Dictionary*. S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar*, Tokyo, The Japan Times. J. Heisig, *Remembering the Kanji*, Tokyo, Japan Publications Trading Company. F. Sakade, *A Guide to Reading and Writing Japanese*, Tuttle.

JA 199-200 Basic Intermediate Japanese

Hatasa and Staff

This course is designed for students with some background in Japanese, but whose previous training does not represent the equivalent of one full year of formal language study.

The first half of the nine-week session will be devoted to an extensive review of the beginning level. A strong emphasis will be given to linguistic accuracy because inaccuracy has proven to be one of the major problems of the students who were placed into this course in the past. In the second half of the session, students will be introduced to the intermediate level materials. Language use and linguistic accuracy will be equally emphasized for both spoken and written Japanese.

Throughout the session, task-oriented practice and communicative activities are incorporated into instructions to promote language use as well as various practice for accuracy. Authentic materials will be used as much as possible.

Since the first half will be dedicated to the extensive review of the first-year materials, this course will not complete the same amount of course work as in JA 201-202. By the end of the session, however, students will have a solid knowledge of basic Japanese and a good command of both spoken and written Japanese. Students who successfully complete this course should reach the intermediate high to advanced level on the ACTFL oral proficiency scale, and should be ready for third-year level. About 500 *Kanji* will be introduced. (4 units)

Required texts: M. Simon, *Supplementary Grammar Notes to "An Introduction to Modern Japanese" Part I and Part II*, Ann Arbor, Center for Japanese Studies, 1986. D. Brown, *An Introduction to Advanced Spoken Japanese*, Yokohama, Inter-university Center for Japanese Language Studies, 1987. Original package by Hatasa and Hatasa, 1988.

Recommended: S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar*, Tokyo, The Japan

Times, 1986. F. Sakade, *A Guide to Reading and Writing Japanese*, Rutland, C. E. Tuttle Co., 1961.

JA 201-202 Intermediate Japanese Ohso and Staff

This course is designed for students who have completed one year of formal training or its equivalent in Japanese language. It seeks to give students excellent control of the major grammatical items that appear in introductory texts, and of more advanced grammatical and vocabulary items. The basic grammar introduced in first year Japanese will be constantly reviewed through reading, writing, and various aural-oral activities to help students thoroughly internalize it. More advanced grammatical points and vocabulary items will also be introduced to make the transition to advanced Japanese easier and smoother. Students will be introduced to a total of 600 to 700 *kanji* in the course. Reading *kanji* will be emphasized more than writing them to make the best use of the limited time of the intensive summer session. Audio and visual tapes will also be used to reinforce the students' aural ability as well as to enable them to learn how Japanese is used in appropriate social contexts.

By the end of the session, students are expected to have full control of the basic grammar, to have a good knowledge of some of the more advanced grammatical points and to be able to understand and produce original sentences with ease in various situations.

Required Texts: M. Soga, et. al., *Standard Japanese*, Tokyo, Taishukan Publishing Co., 1987.

Recommended Texts: *The New Crown Japanese English Dictionary* (5th ed.), Tokyo, Taishukan Publishing Co., 1987. Nelson, *The Modern Reader's Japanese-English Character Dictionary* (rev.ed.), Rutland, Tuttle Co. S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar*, Tokyo, The Japan Times, 1986. M. Ohso and Y. Koyama, *Japanese for You*, Tokyo, Taishukan Publishing Co., 1988.

JA 301-302 Advanced Japanese Ogawa and Staff

Students taking *Advanced Japanese* are expected to have had at least two years of formal language training. In addition to the main textbook, *Integrated Spoken Japanese*, a variety of materials will be used including essays, short stories, a movie script and newspaper articles. Students will gradually be introduced to most of the *jōyō kanji*. Emphasis is on reading, yet the other language skill areas will also receive attention. Writing should improve through various exercises and compositions while speaking ability will be enhanced through oral drills and conversation. Course materials are designed to foster an appreciation of the socio-cultural background of contemporary Japan. A Japanese made-for-TV movie will be used for additional aural-oral practice.

By the end of the session, students' reading ability should enable them to handle modern Japanese materials with the help of the dictionary. In speaking, they

should be able to carry on daily conversation with relative ease. (4 units)

Required texts: *Integrated Spoken Japanese I*, Vol.1, Inter-University Center. *Waga Uruwashi no Tomo* and *Transcription*, Japanese Language Video Series, Japan Foundation. Other materials available at Middlebury.

Recommended: K. Masuda, ed., *Kenkyusha's New Japanese-English Dictionary*, Tokyo, Kenkyusha. A.N. Nelson, *The Modern Reader's Japanese-English Character Dictionary* (rev. ed.), Rutland, Tuttle. A. Miura, *Japanese Words and their Uses*, Rutland, Tuttle.

JA 401-402 Advanced Speaking and Reading

Soga and Staff

This course is designed for advanced graduate and undergraduate students of Japanese. The prerequisite is at least three or more years of formal study in modern Japanese.

Instruction takes a multi-skilled approach with focus upon reading various authentic materials such as social science reading materials, newspapers, novels, essays, etc. To improve aural-oral skills, extensive use will be made of video and audio tapes. This course will be conducted entirely in Japanese and so it requires a high level of proficiency in all four language skills. In particular, however, emphasis will be placed on the advancement of writing ability. Students will be expected to produce four or five pragmatic writings which will be corrected and explicated in individual diagnostic sessions. Students will also be expected to help those at lower levels of study.

By the end of the session, students should have greater fluency in daily conversation and enhanced ability to express their views on various subjects. Students will also be urged to do as much collateral reading as possible in Japanese newspapers and magazines. Daily work outside the classroom requires an average of four to six hours. (4 units)

Required texts: Itasaka, Makino and Yamashita, *Modern Japanese: An Advanced Reader*, Tokyo, Kodansha International, 1974. Other reading materials will be prepared by the teaching staff.

Recommended: I. Shimmura, *Koojien* (rev. ed.), Tokyo, Iwanami, 1967. K. Masuda, *Kenkyusha's New Japanese-English Dictionary*, Tokyo, Kenkyusha, 1974.

SUMMER WORKSHOP FOR TEACHERS OF JAPANESE

JULY 23 - AUGUST 4, 1989

Introduction to proficiency-oriented instructional methods, with emphasis on techniques and drills and the preparation of teaching materials. *One unit (three semester hours) of graduate credit.*

INSTRUCTORS:

Seiichi Makino, Director
University of Illinois

Akira Miura
University of Wisconsin

Mutsuko Endo Simon
Middlebury College

TOTAL COST: \$975

Tuition - \$665; Board - \$220;
Room - \$90

For further information contact:

THE JAPANESE SCHOOL
MIDDLEBURY COLLEGE
MIDDLEBURY, VT 05753
(802) 388-3711, EXT. 5525

*Application deadline: May 15, 1989.
Financial Aid is available.*

MIDDLEBURY COLLEGE
JAPANESE SCHOOL
MIDDLEBURY, VT 05753

180-11-89

معهد اللغة العربية

MIDDLEBURY COLLEGE
SUMMER 1989

THE SCHOOL OF ARABIC

Middlebury College
Middlebury, Vermont 05753
802/388-3711, Ext. 5512

SUMMER 1989

Nine-Week Session

June 9 - August 11

Total Fees - \$4,070

(Tuition - \$2,675; Board - \$990; Room - \$405)

Six-Week Session

June 29 - August 11

Total Fees - \$3,020

(Tuition - \$2,010; Board - \$715; Room - \$295)



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LETTER FROM THE DIRECTOR

In 1982 the School of Arabic became the eighth Language School, adding Arabic to the five Western and two East Asian languages already taught on the Vermont campus. Arabic is the native language of more than 150 million Arabs and the religious language of many more millions of Muslims, in addition to being the vehicle of a great civilization with a cultural heritage of 1500 years.

In its first session, there were 25 students in two levels and five faculty members. By 1987, these numbers had increased to approximately 50 students in four levels and ten instructors. In the summer of 1989, a fifth level for very advanced students will be added.

The student population is drawn mostly from institutions of higher education, professional schools in the United States, U.S. government agencies and business firms overseas. The faculty, native and near-native speakers of Arabic, come from major universities in the U.S. and abroad. The faculty and guest lecturers represent various regions of the Arab world, from Morocco to Iraq and Saudi Arabia.

The School of Arabic offers a unique program, the first of its kind anywhere, where the written and spoken forms of Modern Standard Arabic (contemporary *Fuṣḥā*) are used throughout the nine-week period. Our experiment of using *Fuṣḥā* exclusively both inside and outside of the classroom in everyday communication proved decidedly successful, enhancing proficiency in a more natural and convivial setting.

The material covered in one summer equals at least what is normally achieved in a year's work at any of the major programs in this country. Based on their performance on the Arabic Language Proficiency Test (devised by the American Association of Teachers of Arabic and administered at the beginning and end of the summer) our intermediate and advanced students demonstrated that they had acquired proficiency in the four skills on a level normally achieved in three or four semesters in other programs. Their skills also include the distinct advantage of fluency in spoken *Fuṣḥā*, which the proficiency test does not evaluate.

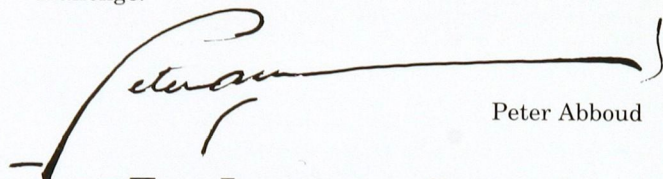
Computer Assisted Instruction (CAI) has become an integral part of the program at the beginning level, where the computer is used to teach the writing and sound systems of Arabic, and at the beginning and intermediate levels for vocabulary building and reading comprehension.

Extra-curricular activities are part and parcel of the program. Without exception, students, are required to participate fully in all of them. They include: lectures, discussions, documentaries, musicals and films, whose purpose is to acquaint students with the rich Arab heritage and the various aspects of the cultural, artistic, and religious life of the Arab world today. In the past, lecture topics included: Arabic Musicology, The Role of Women in Contemporary Arab Society, Islamic Resur-

gence, Western Influence on Modern Arabic Literature, and the Image of the Arab in the American Media.

The Arabic Language Program at Middlebury is a demanding program that teaches the four skills of reading comprehension, listening comprehension, speaking and writing, all of which are practiced daily. It emphasizes a communicative and functional approach to the study of Arabic rather than mere cognition of the language and its grammar. It requires total commitment, dissociation from the outside world, long hours of work, discipline, a great deal of personal flexibility and willingness to adapt to methods of teaching and learning that are often radically different from those used in the home institutions, the adoption of a group life-style, and the ability to take stress and rub shoulders with others at close quarters with humor and a positive attitude. For those who have these qualities, it will be a great learning experience.

We warmly welcome those of you who desire high quality training in Arabic and who are ready for this challenge.



Peter Abboud

THE LANGUAGE SCHOOLS

The Middlebury College Language Schools were pioneers in the development of specialized study of modern languages in this country. The School of Arabic, founded in 1982, offers courses on the Vermont campus during the summer.

There are seven other language schools at Middlebury and five schools abroad. The German School was founded in 1915, followed by the French in 1916, Spanish in 1917, Italian in 1932, Russian in 1945, Chinese in 1966 and Japanese in 1970. The schools in Europe opened in 1949 with the first session of the Middlebury College School in France in cooperation with the University of Paris. This was followed in 1951 with a similar program in Madrid, after which schools in Mainz (1959), Florence (1960) and Moscow (1977) were established.

All programs of study at the Language Schools place great emphasis on the development of language skills and the understanding of other cultures. All classes from beginning courses through advanced levels are taught in the foreign language.

The Pledge: More than seventy years of experience have proven the effectiveness of the Middlebury insistence on using the foreign language both in and out of the classroom. All students are thus required to sign a formal statement agreeing to use Arabic as the only medium of communication during the entire session. A summer at the Language Schools is therefore an intensive one by design. Students can expect to spend approximately four



to six hours per day in class, drill and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All Students should come rested and in good physical and mental shape.

ARABIC AT MIDDLEBURY

Middlebury College, located on a hill overlooking a typical Vermont village, is especially suited to the Language Schools and their approach to a unified learning experience. Students and faculty live on campus in dormitories assigned to the school and take meals in dining halls where only Arabic is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes are not normally scheduled for late afternoons, evenings or weekends, and the schools often use this time for social and cultural events. There are plays, films, lectures, musical presentations, amateur nights, theatricals and other enriching diversions from the academically rigorous program. Such activities center on the use of Arabic and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, including the Nolfe Curriculum Collection; the Music Library with over 10,000 recordings; music practice rooms and lockers; and the Freeman Language Laboratory, with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills.

Middlebury College's athletic facilities include an 18-hole golf course, an indoor pool, 16 outdoor and eight indoor tennis courts, racquetball and squash courts and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

School Facilities: The School of Arabic has its own computer lab facilities, with twelve IBM-XT PC's, where Computer Assisted Instruction is used to teach the writing and sound systems, vocabulary, and reading comprehension; its own language lab with an accompanying selection of tapes for pronunciation and homework drills, as well as an in-house library. In addition to housing books in literature, history, etc., and various journals and magazines, this library has a good collection of authentic audio and video tapes from television and radio broadcasts, speeches, and films from the Arab world.

CREDITS

The nine-week program in Arabic carries a total of four units (twelve semester hours) of credit. The six-week Advanced Upper-Level course carries a total of three units (nine semester hours) of credit. All credits expire after ten years. *The Middlebury College Language Schools do not calculate grade point average or class rank.*

TRANSFER CREDITS

For transfer purposes, the student's home institution determines how many credits, graduate or undergraduate, will be granted for the summer's work at Middlebury.

CURRICULUM

The intensive language curricula are equivalent to at least one full year of study. Students may enroll in courses in one school only and are normally enrolled in courses at one level only.

FINANCIAL AID

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions. Financial aid is awarded on the basis of need, and academic ability as rated by the dean.

We use the Language Schools Financial Aid Application, and 1988 federal tax returns to determine a student's need for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

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AUDITING

Auditing is not permitted in the School of Arabic, nor are students permitted to audit courses in other programs.

APPLICATION AND ADMISSION

Students applying for admission must have at least a high school diploma by the beginning of the summer session. Admission is granted on the basis of academic qualifications and the availability of space. Applicants are accepted on a rolling basis beginning in March, and the school is usually full by late April; early application is therefore recommended. Students may apply for admission for a single summer only.

Based on their applications, students are assigned tentative levels upon acceptance. Final placement, however, is determined by student performance on written and/or oral examinations administered to all except beginning students prior to the start of classes, and on the basis of teacher evaluation of student performance in class during the first week of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

For an application, please write to:

The School of Arabic
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
802/388-3711, Ext. 5512



THE SCHOOL OF ARABIC

ADMINISTRATORS AND STAFF

Director: PETER F. ABBoud. Professor of Arabic, University of Texas at Austin. Ph.D., University of Texas.

Dean: THOMAS HUBER. Professor of German, Middlebury College. Ph.D., Princeton University.

Materials Development Project and Program Coordinator: AMAN M. ATTIEH. Lecturer, University of Texas at Austin. Ph.D., University of Texas.

Secretary: INGRID PIXLEY.

Bilingual Secretary: MARIETTA M. MUGFORD. B.A., University of Texas at Austin.

Arabic Secretary: FATIMEH FAKHREDDINE.

FACULTY*

NABIL M. SABER ABDEL-FATTAH. Assistant Instructor, Department of Oriental and African Languages, University of Texas at Austin. M.A., Indiana University.

LEILA ABOUZEID. Teaching Assistant, Department of Oriental and African Languages, University of Texas at Austin. B.A., Mohammed V University.

AWWAD ABU-ZEINAH. Teacher of Arabic, the Language Center, University of Jordan. M.A., University of Jordan.

*Summer, 1988 Faculty. We expect a Faculty of similar qualifications in the 1989 Session.

ZEINAB IBRAHIM. Senior Teacher, Center for Arabic Studies Abroad, American University in Cairo. M.A., American University in Cairo.

MONCEF LAHLOU. Assistant Instructor, Department of English, University of Texas at Austin. M.A., University of Provence, France.

DRISS OUAOUICHA. Assistant Professor, Department of English, Mohammed V University, Rabat, Morocco. Ph.D., University of Texas.

ZEINAB TAHA. Senior Teacher, Center for Arabic Studies Abroad, American University in Cairo. M.A., American University in Cairo.

ABBAS AL-TONSI. Senior Teacher, Center for Arabic Studies Abroad, American University in Cairo. M.A., Cairo University.

RESEARCH ASSISTANT

MAKRAM COPTY. Teaching Assistant, Department of Oriental and African Languages, University of Texas at Austin. M.A., M.Ed., University of Texas.

PROGRAM OF STUDIES

101-102 Beginning Arabic

The beginning level aims at teaching students with no prior knowledge of Arabic. Daily coursework in and out of class blends an Arabic textbook approach with the use of authentic materials for reading and listening comprehension on a variety of topics appropriate to this level. The course targets are: the writing and sound systems of Arabic, basic grammatical structure and word formation, the acquisition of an active vocabulary of about 1000 words, the comprehension of simple authentic written and oral texts, and oral/aural fluency in both daily living situations and simple topics of intellectual content. There are six hours of classroom instruction per day, decreased to five in the second half of the session, in addition to work in the language and computer labs and written assignments, which require an average of five hours per day. From the outset the medium of instruction is Arabic, except for occasional grammatical explanations. (4 units)

Required Texts: Abboud et al., *Elementary Modern Standard Arabic*, Part I and II, Cambridge University Press, 1983; *Functional Drills Accompanying Elementary Modern Standard Arabic*, Part I, lessons 1-30; *Materials for Reading and Listening Comprehension, Level I.*

201-202 Intermediate Arabic

The regular intermediate level begins with a thorough review of basic grammar and vocabulary in order to bring students to a common working level. Its objectives are mastery of the basic grammar, including the more complex structures not covered in the beginning course, the acquisition and expansion of vocabulary,

speaking and reading fluency, and the development of skills in reading comprehension, listening comprehension and writing. This is achieved through discussions and oral practice, intensive study of selections, writing practice, and reading and listening to authentic written, audio and video materials appropriate to this level. By the end of the course, students have mastered some 1500-1800 words and acquired the ability to comprehend the gist and main ideas of authentic materials of average difficulty, to express themselves simply on a variety of topics, including daily living situations and simple abstract ideas, and to write simple prose.

There are five hours of classroom instruction per day, decreased to four in the second half of the session. Homework assignments require an average of five additional hours per day. (4 units)

Required Texts: Abboud et al., *Elementary Modern Standard Arabic*, Part II, Cambridge University Press, 1983; *Modern Standard Arabic, Intermediate Level*, Revised Version, Lessons 1-10; *Supplementary Exercises Accompanying Elementary Modern Standard Arabic*, Part II, Lessons 31-44. *Daily Conversation Lessons for the Second Level*; *Materials for Reading and Listening Comprehension. Level II.*

Recommended Dictionary: Hans Wehr, *Dictionary of Modern Written Arabic*.

299-300 Advanced Intermediate Arabic

This course is designed to allow for accelerated learning for intermediate students who bring with them a higher aptitude, a greater capacity to assimilate new material, and a more solid background in Arabic, and for other students with more experience in Arabic, but who are not ready to handle the advanced level.

The general objectives are similar to those described for 201-202; however, students at this level move more rapidly, handle more advanced and complex materials in addition to the lessons included in the texts below, and achieve higher levels of proficiency in all skills: reading comprehension, listening comprehension, speaking, and writing.

Classes meet for five hours per day, decreased to four during the latter part of the session. In addition, work outside the classroom requires an average of five hours a day. (4 units)

Required Texts: Abboud et al., *Elementary Modern Standard Arabic*, Part II, Cambridge University Press, 1983; *Modern Standard Arabic, Intermediate Level*, Revised Version, Lessons 1-20; *Supplementary Exercises Accompanying Elementary Modern Standard Arabic*, Part II, Lessons 31-44. *Daily Conversations for the Second Level*; *Materials for Reading and Listening Comprehension. Level III.*

Recommended Dictionary: Hans Wehr, *Dictionary of Modern Written Arabic*.

301-302 Advanced Arabic

Students accepted at the advanced level are expected to already have mastery of basic grammar and word mechanics and a minimum of 1500 words of Modern Standard Arabic. The course is designed to help students achieve advanced proficiency in the skills of reading and listening comprehension, writing and speaking. After an initial review period, reading and listening activities for the course deal exclusively with authentic materials on various contemporary topics in language, literature and the social sciences. Through outside projects, class presentations, lectures, book reports, and extensive use of authentic written and audio-visual materials, the course develops advanced skills in comprehension, writing, and discussion on a variety of subjects, including conversations related to daily living as well as sophisticated topics of intellectual content.

Classes meet four and a half hours per day, and students also spend at least five more hours a day on assignments outside the classroom. (4 units)

Required Texts: Abboud et. al., *Modern Standard Arabic, Intermediate Level*, Revised Version, Lessons 11-20. *Daily Conversation Lessons for the Second Level*; *Materials for Reading and Listening Comprehension. Level IV.*

Recommended Dictionary: Hans Wehr, *Dictionary of Modern Written Arabic*.

401-402 Advanced Upper Level Arabic

The fifth level is a six-week course designed for students with considerable background in and exposure to *Fuṣḥā*. It will give this type of student to opportunity to polish and hone his abilities and further enhance his overall proficiency in the language in all four basic skills. Special attention will be paid to understanding and utilizing the nuances of the language, its idiomatic expressions and its rhetorical devices. The classwork will contain substantial writing and reading components culminating in a research paper, and will work with linguistically complex contemporary authentic materials organized in modules on topics in the humanities and the social sciences, and dealing with various genres, including commentaries, essays, novels, biographies, documentaries, journal and magazine articles, etc. Students can expect to be able to read, write, and discuss a wide variety of complex academic and intellectual subjects with a high degree of language proficiency by the end of the session. The course lasts six weeks with three to three and a half hours spent in class per day. Outside preparation will take at least an additional five to six hours per day. (3 units)

Required Texts: There will be no required texts *per se*.

MIDDLEBURY COLLEGE
THE SCHOOL OF ARABIC
MIDDLEBURY, VT 05753

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